

**TEACHING AND LEARNING READING COMPREHENSION  
BY USING SENSORY IMAGES  
AT THE SECOND SEMESTER OF THE EIGHTH GRADE  
OF SMPN 12 KOTABUMI IN THE ACADEMIC YEAR OF 2017/2018**



**A Thesis**

**Submitted as a Partial Fulfillment of  
the Requirement for S1-Degree**

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LAMPUNG**

**2018**

## **ABSTRACT**

### **TEACHING AND LEARNING READING COMPREHENSION BY USING SENSORY IMAGES AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 12 KOTABUMI IN THE ACADEMIC YEAR OF 2017/2018**

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Reading is a process which is done by the reader to get information and understand the writer means in printed words or written symbol. This research was about teaching and learning reading by using Sensory Images to the second semester of the eighth grade of SMPN 12 Kotabumi in the academic year 2017/2018. The objectives of the research were to know the teaching and learning reading comprehension by using Sensory Images, to know the teacher's problem in teaching reading comprehension by using Sensory Images, and to know the students' problem in learning reading comprehension by using Sensory Images.

This research was qualitative research. The researcher selected the people or participants who know the phenomenon of the problem. The researcher chose the English teacher and the students of the eighth grade of SMP Negeri 12 Kotabumi as the participant of this research. There are two classes which consist of 41 students. The researcher used purposive sampling technique to determine the sample. The researcher chose class VIII A as the sample because class VIII A had the lowest score. The data were gained by doing observation, interviewing the teacher, and giving questionnaire to the students. The researcher used three major phases of the data analysis, they were: data reduction, data display and conclusion drawing verification.

After analyzing the data, there were three points of the result. The first, there were some points in teaching reading comprehension by using Sensory Images that were skipped by the teacher. It could be seen from process in whilst activity the teacher did not model the Sensory Images by using think aloud talk using questions and after reading passage 3, the teacher did not share her images and connection with the students. The second, the problems faced by the teacher were the teacher had difficulty in choosing the teaching materials, had difficulty in modifying the exercise for the students, had difficulty in stimulating the students, had difficulty in giving feedback, and had difficulty in manage the time. Third, the problems by the students were students had lack vocabulary mastery, had problem to decode words, had habit of slow reading, had problem in making inference, had problem in working memory and had problem to follow teacher's direction.

**Keywords :** Qualitative Research, Teaching and Learning, Reading Comprehension, Sensory Images





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AT THE SECOND SEMESTER OF THE EIGHTH  
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## DECLARATION

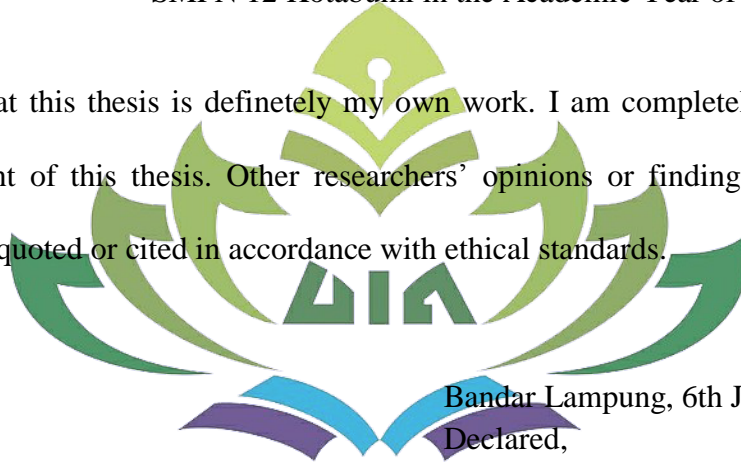
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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researchers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.



Bandar Lampung, 6th June 2018

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## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي  
عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

In the name of Allah, Most Gracious, Most Merciful.

1. Proclaim ! [or read!] in the name of thy Lord and Cherisher, Who created-
2. Created man, out of a [mere] clot of congealed blood:
3. Proclaim ! And thy Lord is Most Bountiful,-
4. He Who taught [the use of] the pen.-
5. Taught man that which he knew not.<sup>1</sup> (Q.S Al-Alaq: 1-5)

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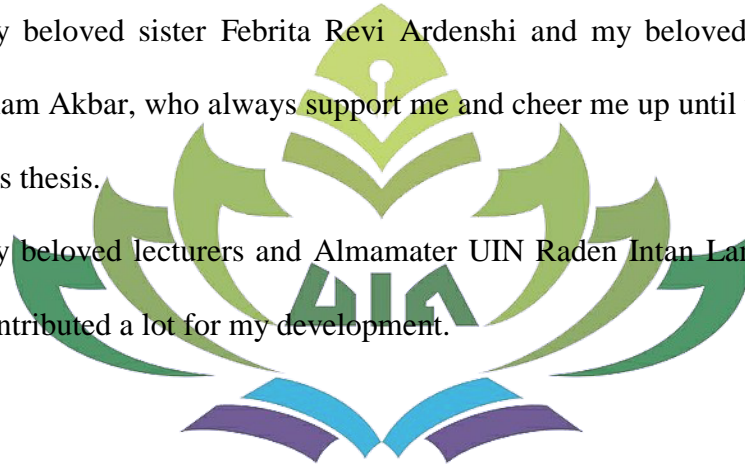
<sup>1</sup> Abdulllah Yusuf ‘Ali, *The Holy Qur’an English Translation of The Meanings*, (New Johar: the King Fahd Holy Quran Printing Compelx, 1987), p. 320



## DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from my deep heart and great love, This thesis is dedicated to:

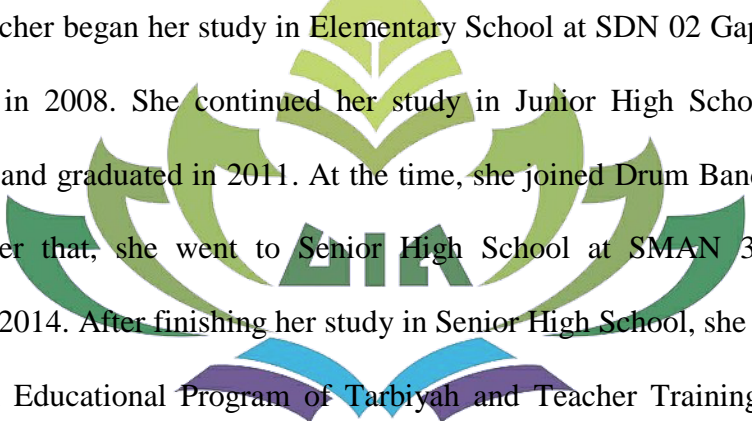
1. The greatest inspirations in my life are my beloved parents, Mr. Nangcik Hartono and Mrs. Ernawati who have always prayed and supported for my success and advised me.
2. My beloved sister Febrita Revi Ardenshi and my beloved brother Sepryan Ilham Akbar, who always support me and cheer me up until the completion of this thesis.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot for my development.





## **CURRICULUM VITAE**

The researcher's name is Reci Adhya Fiscarina. She is called Reci. She was born in Metro on April 28<sup>th</sup> 1996. She is the first child of Mr. Nangcik Hartono and Mrs. Ernawati. She has one beloved sister and one beloved brother. Their names are Febrita Revi Ardhensi and Sepryan Ilham Akbar. She lives in Tulung Batuan, Kotabumi, North Lampung.



The researcher began her study in Elementary School at SDN 02 Gapura in 2002 and graduated in 2008. She continued her study in Junior High School at SMPN 07 Kotabumi and graduated in 2011. At the time, she joined Drum Band for about three years. After that, she went to Senior High School at SMAN 3 Kotabumi and graduated 2014. After finishing her study in Senior High School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.



## ACKNOWLEDGEMENT

In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing Me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The researcher realizes that she cannot complete this thesis without help from others. The researcher has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 6th June 2018

The Researcher,

Reci Adhya Fiscarina  
NPM. 1411040141



## TABLE OF CONTENTS

	Page
<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>APROVAL .....</b>	<b>iii</b>
<b>ADMISSION.....</b>	<b>iv</b>
<b>DECLARATION.....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>CURRICULUM VITAE.....</b>	<b>viii</b>
<b>ACKNOWLEDMENT.....</b>	<b>ix</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>
<b>LIST OF TABLE.....</b>	<b>xiv</b>
<b>LIST OF APPENDICES.....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of Problem .....	1
B. Identification of Problem .....	7
C. Limitation of Problem .....	8
D. Formulation of Problem .....	8
E. Objective of the Research .....	8
F. Significance of the Research.....	9
G. Scope of the Research .....	9
<b>CHAPTER II REVIEW OF LITERATURE</b>	
A. Teaching English as a Foreign Language .....	11
B. Concept of Teaching and Learning .....	12

1. Concept of Teaching .....	12
2. Concept of Learning.....	14
C. Concept of Reading.....	15
D. Types of Reading .....	17
E. Purpose of Reading .....	18
F. Concept of Reading Comprehension .....	19
G. Concept of Teaching Reading.....	21
H. Concept of Approach, Method, and Technique .....	23
I. Concept of Sensory Images.....	24
J. Advantages and Disadvantages of Sensory Images .....	26
1. Advantages of Sensory Images .....	26
2. Disadvantages of Sensory Images.....	27
K. Procedure of Sensory Images.....	28
L. Problem in Teaching and Learning Reading.....	31
1. Problem in Teaching Reading.....	31
2. Problem in Learning Reading .....	34

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design.....	39
B. Research Subject .....	40
C. Data Collection Technique.....	41
D. Research Instrument.....	42
E. Research Procedure .....	47
F. Trustworthiness of the Data .....	48
G. Data Analysis .....	50

### **CHAPTER IV RESEARCH AND DISCUSSION**

A. Research Procedure.....	53
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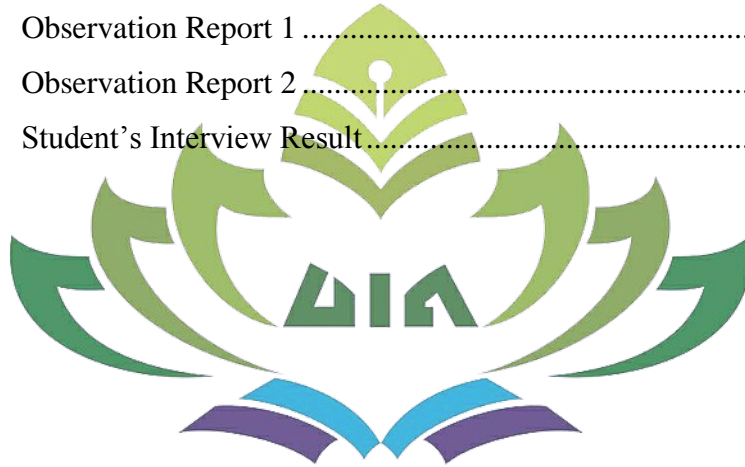


B. The Report of Observation.....	54
C. The Report of Interview .....	62
D. The Report of Questionnaire .....	67
E. Finding of Discussion .....	72
 <b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	78
B. Suggestion .....	79
1. For the English Teacher .....	80
2. For the Students.....	81
3. For the Researcher.....	82
<b>REFERENCES.....</b>	<b>83</b>
<b>APPENDICES .....</b>	<b>86</b>



## LIST OF THE TABLES

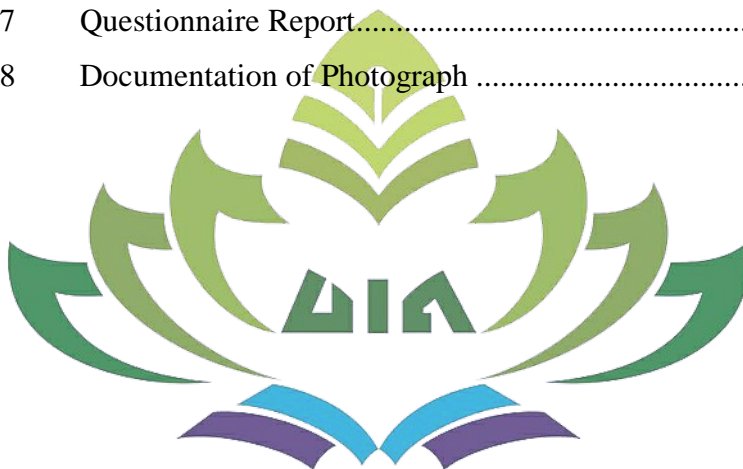
Table 1	Students' Reading score.....	6
Table 2	Number of Students .....	40
Table 3	Observation Guideline .....	43
Table 4	Observation Note .....	44
Table 5	Interview Guideline for Teacher .....	45
Table 6	Questionnaire Guideline .....	46
Table 7	Observation Report 1 .....	57
Table 8	Observation Report 2 .....	60
Table 9	Student's Interview Result.....	66





## LIST OF THE APPENDICES

Appendix 1	Preliminary Research's Interview Result .....	87
Appendix 2	The Syllabus .....	91
Appendix 3	Reading Text .....	95
Appendix 4	Students' Reading score .....	97
Appendix 5	Observation Report.....	99
Appendix 6	Interview Result .....	107
Appendix 7	Questionnaire Report.....	110
Appendix 8	Documentation of Photograph .....	113



## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is a group of sounds with specific meaning and organized by grammatical rules.<sup>1</sup> It is a tool of communication used to express idea, feelings and experiences with other people in social life. Language is related to reality and thought by the intricate relationships we call meaning. For language to be able to convey meaning the reality which it has to represent must be segmented.<sup>2</sup> It could be concluded that language is considered as a tool of communication and it is difficult to do all activities without language. Without language, it is impossible for people or everyone to join interaction each other in daily life or in learning something. It means language is very important in our life as a system of communication to transfer message, opinion or someone's purpose.

Brown says that language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or

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<sup>1</sup>Ag.Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.10

<sup>2</sup>Geoffrey Broughton, Etc, *Teaching English as a Foreign Language*, (2nd Ed), (London: University of London Institute of education, 2003) , p.27



behave intelligently.<sup>3</sup> It means that language is used to express their thought and feeling. Language is needed to communicate among human beings.

English is increasingly being used as a tool for interaction among nonnative speakers.<sup>4</sup> According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country or as transitory visitor in a target language country.<sup>5</sup> It could be concluded that, English is the first foreign language and one of compulsory subjects starting from elementary school , junior high school, senior high school and up to university level, or other education institution. It means that, students only have chance to practice English in the school and institutions. In this case, the teacher are also demanded to encourage students to practice in teaching and learning English every time in their daily activities.

There are four skills in teaching and learning English that should be mastered. Those are listening, speaking, reading and writing. These skills are closely related one to another. Reading receives a special focus. Reading as soon as language learners have sufficient practice in listening and speaking. After the language learners have good ability of listening, speaking and reading can be introduced. The material of reading must be graded depending on the levels of the language learners.

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<sup>3</sup> H Douglas Brown, *Principles of Languages Learning and Teaching*, (5th Ed), (San Francisco: Pearson Education, 2006) , p.16

<sup>4</sup> H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* , 2nd Ed, (San Francisco: Longman, 2001) , p. 118

<sup>5</sup> Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004) ,p.39

Reading is the process of receiving and interpreting information encoded in language via the medium of print. Reading is useful for other purposes too; any exposure to English (provide students understand it more or less) is a good thing for language students.<sup>6</sup> Based on the previous explanation above, reading is the process of receiving the meaning by decoding the written text. Moreover, in the nowadays book, magazine, journal and the internet are great learning tools that require the reading.

In reading, people need to be able to identify the words used to convey meaning, and they must be able to construct meaning once they have identified the individual words in print.<sup>7</sup> It implies that everyone has to pass the process of reading to explain and understand what they read by identifying the meaning of words. Hence, we as a reader can comprehend what the writer means. Moreover, we carry out these processes to get meaning in learning reading skill. The students must be able to apply these processes to comprehend the meaning.

Whereas, reading is the important part of education. Patel and Jain say, “Reading skill is an important tool for academic success.”<sup>8</sup> It means that reading is very important skill to do. This skill becomes duties for students as learners. It is hoped that students not only read the text but also get the point and can grow their experiences and knowledges from reading.

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<sup>6</sup> Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), p.68

<sup>7</sup> Yola Center, *Beginning Reading*, (Auckland: ALLEN & UNWIN, 2005), p. 7

<sup>8</sup> M. F. Patel and Praveen M. Jain, *English Language Teaching*, (Vaishali Nagar: Sunrise, 2008), p.113

In fact, teaching students to read is not an easy thing. According to Tankersley, most of high school graduates just had average reading vocabulary of 1000 words, a number considered to small.<sup>9</sup> It implies that the students are still confused and faced difficulty in decoding and comprehending the text. Sometime they have trouble to retention the text. Besides, the students have less vocabularies and their comprehension was still low. Then, they cannot construct the meaning of the text. It means that students are not able to response the text easily. Therefore, they do not get the information and knowledge well.

In this case, English teacher needs to teach students effectively, especially the students' reading skill, in order that the students have great motivation to read. The teacher can do the one of some ways in improving students' reading ability. It is through Sensory Images Strategy.

One of strategies which is suitable for students in teaching reading is Sensory Images. Sensory Images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses as they read texts supports their comprehension.<sup>10</sup> It could be concluded that the Sensory Images is a strategy readers use to think more deeply about a text.

According to Marzano in Moreillon, Sensory Images is an important part of our schemas, think about our sensory experiences, we are creating representations of

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<sup>9</sup> Karen Tankersley. *The Threads of Reading*, (Virginia: Literacy Development, 2003), p.99

<sup>10</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 47

those experiences in our memories in fact.<sup>11</sup> It means that the readers can increase their reading comprehension when they combine their schema and the information in the text to create an image in their mind.

Sensory Images is effective to be implemented in teaching learning reading. It has been revealed by previous research conducted by Rosyidah about the influence of using Sensory Images in students' reading comprehension.<sup>12</sup> In this strategy, the use of sensory experiences of the students is very important to help the students in comprehending a text. The sensory experiences of the students consist of our five senses, see, hear, smell, touch, and taste. Using sensory experience not only make students more enjoy. But also remember and comprehend what they read. And the unique this strategy is the reader can feel the place where the story takes place. This strategy like make a movie in their mind. It could be concluded that think-aloud is one of method which is suitable for teachers and students in teaching and learning reading.

There are some differences between the previous research and the current research. The previous research, Sensory Images has been done to teach reading comprehension by the researcher. Meanwhile the current research, Sensory Images will be conducted to teach reading comprehension by the teacher. And the researcher only observes the teaching and learning process. The purpose of previous research is to

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<sup>11</sup> *Ibid*, p.39

<sup>12</sup> Rini Rosyidah, "The Influence of Using Sensory Images in Students' Reading Comprehension at the Eighth Grade Students of SMP Al-Washliyah", (A Thesis of S1 Degree English Education of State Islamic University of Syekh Nurjati, Cirebon, 2012)



know the influence of using Sensory Images towards students' reading comprehension. Meanwhile, the purpose of current research is to know the process and also the problem of teaching and learning reading comprehension by using Sensory Images.

After doing preliminary research, which was conducted at SMPN 12 Kotabumi, the researcher found that teaching reading comprehension through Sensory Images had been applied there. On the contrary, the researcher found that the students' reading comprehension was still low although the teacher had used Sensory Images. By interviewing an English teacher there, Yunita Fitriana, S.Pd, she said that she had used Sensory Images in teaching and learning reading comprehension, but the students are still confused to read the material in English because lack vocabulary mastery. She added that the students' ability in reading was still low. It can be seen by their ability in comprehending the text.

This case showed that applying this strategy still cannot improve the students' reading ability. It can be seen as the following table of the students' score of reading comprehension. It is described with the data. Here is the detail of the data:

**Table 1**  
**The Students' Reading Score at the Second Semester of the Eighth Grade of SMPN 12 Kotabumi in the Academic Year of 2017/2018**

No	Class	Score		Number of Students
		$\geq 72$	$< 72$	
1	VIII A	14	7	21
2	VIII B	11	9	20
<b>Total</b>		<b>25</b>	<b>16</b>	<b>41</b>

Percentage		61%	39%	100%
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*Source : The Score Data from English Teacher of SMPN 12 Kotabumi*

The table shows that from the total of the students of eighth grade, 16 students achieved score above KKM, but more than it, 25 students got score under KKM, and the criterion of minimum mastery (KKM) at eighth grade of SMPN 12 Kotabumi is 72. It could be inferred that most of students still had difficulties in their reading comprehension although they had been taught by using Sensory Images.

Moreover, by interviewing the students, it was found that most of the students at the eight grade of that school still had difficulties in comprehending the text. Sometimes they also did not focus on their lesson because they lazy and lost motivation in learning and they felt so difficult to learn. English teacher there could possibly find the other ways with the strategy to run better.

Based on the background above, the researcher conducted a research entitled “Teaching and Learning Reading Comprehension by Using Sensory Images at the Second Semester of the Eighth Grade Students of SMPN 12 Kotabumi in the Academic Year of 2017/2018.”

## **B. Identification of the Problem**

Based on the background of the problem, the researcher identified the problem as follows:

1. The students' ability in reading comprehension was still low.
2. The students still get difficulties in comprehending the text.

3. The English teacher has used Sensory Images in teaching reading comprehension but it was not effective and not maximal.

### **C. Limitation of the Problem**

Based on the identification of the problem and identification above, the researcher focused on teaching and learning reading comprehension by using Sensory Images at the second semester of the eighth grade of SMPN 12 Kotabumi.

### **D. Formulation of the Problem**

Based on the background and limitation explanation above, the researcher formulated the problem as follows:

1. How is the process of teaching and learning reading comprehension by using Sensory Images at the second semester of the eighth grade of SMPN 12 Kotabumi ?
2. What are the teacher's problems in applying Sensory Images in teaching reading comprehension ?
3. What are the students' problems in learning reading comprehension by using Sensory Image ?

### **E. Objective of the research**

The objectives of the research are :

1. To know the teaching and learning reading comprehension by using Sensory Images at SMPN 12 Kotabumi.

2. To know the teacher's problems in applying Sensory Images in teaching reading comprehension.
3. To know the students' problems in learning reading comprehension by using Sensory Images.

#### **F. Significance of the Research**

The significance of the research are as follows :

##### **1. Theoretically**

The results of the research are expected to contribute to the development of education, especially in students' learning style in reading skill.

##### **2. Practically**

- a. Teacher : give information to the English teacher of SMPN 12 Kotabumi about the teacher's problems and students' problem in teaching and learning reading comprehension by using sensory images.
- b. Students : By understanding their problems in learning reading comprehension by using sensory images, the researcher can try to find the best solution to help the students.

#### **G. Scope of the research**

##### **1. Research Subject**

The research subjects were the English teacher and the students at the eighth grade of SMPN 12 Kotabumi.



## 2. Research Object

The research objects were to know the process and problems of teaching and learning reading comprehension by using Sensory Images.

## 3. Research time

The research was conducted at the second semester of eighth grade in the academic year of 2017/2018.

## 4. Research Place

The research was conducted in SMPN 12 Kotabumi.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Teaching English as a Foreign Language

As an international language English is considered as an important language to be learned. English is the first foreign language. It supported by Setiyadi, English is really a foreign language learners in Indonesia.<sup>1</sup> It means that English is only as a foreign language, then English is only used in certain situation, and it is not used in the daily life but English has an important part in our education. Harmer states, English as a foreign language is generally taken to apply the students who are studying general English at the schools and institutes in their own country or as transitory visitor in a target language country.<sup>2</sup> It means that English as a foreign language is learned by the students only at school or institutions, it is not used for communication in daily activity in the country who did not use English for daily activity.

Most of the Indonesian students learn English only in the class as a subject that needs to be learned by students in Indonesia, not for daily communication. Therefore there are only some people who speak English well. Besides, teachers as the main idea on educating the students must begun attempting to teach foreign languages in

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<sup>1</sup> Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta:Graha Ilmu,2006), p. 10

<sup>2</sup> Jeremy Harmer, *How to Teach Writing*, (New York:Longman,2004), p.39

the way that is more similar to first language acquisition. The teacher should prepare the material instructions, media, technique to make them easier to learn English.

Brown states, that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>3</sup> It means that teaching is the teacher's activity to facilitate, enable, set, show and help learner how to do something.

In conclusion, teaching English as foreign language is a process facilitating learning, enabling the learner to learn, helping someone to learn how to do something about English in the setting of the students are not the native speakers. This process should be done by the teacher based on the experience, knowledge and material preparation that aims of teaching can be reached. In addition, the teacher should notice needs of students who use English as a foreign language which has not much familiar with English itself. So the teacher is hoped to choose and use strategy or technique and the material in teaching English wisely and appropriate for the students.

## **B. Concept of Teaching and Learning**

### **1. Concept of Teaching**

Teaching is a kind of activity to transfer knowledge to other. Harmer states that teaching means to give (someone knowledge) or to instruct or train (someone). It is

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<sup>3</sup> H Douglas Brown, *Principles of Languages Learning and Teaching*, (5th Ed), (San Francisco : Pearson Education, 2006) , p.8

undertaking certain ethical task or activities the intension of which is to induce learning.<sup>4</sup> Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere. It is supported by Brown that states that teaching is facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>5</sup> It means that in teaching, the teacher helps the students and guides them to learn material easily. The teacher helps students get knowledge and understand about material.

Moreover, Wilson and Peterson state that teaching is shared work between students and teachers (teacher still have responsibility for making sure that student learn).<sup>6</sup> It could be concluded that teaching English is used by the teacher gives and shared their knowledge about English to the students so they can understand and expected to master English. Teaching is not only share and give knowledge, teachers as the main idea in educating is expected to use wisely the way teacher teach the students and how teacher gives knowledge about English to students. Determining the right approach, method, technique or strategy based on the needs of students in teaching English is important.

In short, the way of teaching and assesing will depend on the level and the goal and the strategy or method of the teacher select before. It means that teaching giving

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<sup>4</sup> Jeremy Harmer, *English Language Teaching*, (New York :Longman, 2004), p.57

<sup>5</sup> H Douglas Brown, *Op.Cit*, p.8

<sup>6</sup> Suzzane M.Wilson, Penelope L. Peterson , *Theories of Learning and Teaching What DoThey Mean for Educators?* (Washington DC: NEA, 2006), p.11



transmitting knowledge to the students is not only concern in giving knowledge, but also teachers need notice how to build a good relationship with the students to make students' receive what the teacher taught easier.

## 2. Concept of Learning

According to Kimble in Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice.<sup>7</sup> It means that learning that not only transfers knowledge, but also more than that, such as by learning people can change our habitual. Moreover, Wilson and Peterson state that learning is a process of active construction: that learning is a social phenomenon, as well as an individual experience, and that learner differences are resources, not obstacles.<sup>8</sup> It means that learning is an active process that done by students' individual experience in the social community.

Learning is process from not know to know. According to Richards et.al learning has the same meaning with acquisition. He gives a definition that acquisition is the process by which a person learns a language which is sometimes called acquisition instead of learning, because some linguists believe that the development

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<sup>7</sup> H Douglas Brown, *Op.Cit*, p.18

<sup>8</sup> Suzzane M.Wilson, Penelope L. Peterson, *Op.Cit*, p.1.

of a first language in a child is a specific process.<sup>9</sup> It means that learning is process getting new information from other person.

Based on those theories, the researcher conclude that learning is a process for getting knowledge, subject or else from the study, experience and instruction. By this process, students are acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. It means that learning will give influence to the students, the more students learn it makes more open possibilities to change their mindset and attitude in their behavior.

### C. Concept of Reading

Reading is something many of us take for granted. According to Grabe, reading is the process of receiving and interpreting information encoded in language via the medium of print.<sup>10</sup> From the statement above the researcher concluded that reading is the meaningful interpretation of printed symbol. In this process the reader tries to create the meaning intended by the author. The readers can get information from the printed page such as magazines, newspapers, novels or kinds of textbooks. It means, reading is a way of getting the knowledge or meaning from the printed.

To be successful reader, one must comprehend or understand the information in written material. According to Jeremy Harmer, reading is incredibly active

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<sup>9</sup> J. C. Richard, et al, H., *Longman Dictionary of Applied Linguistics* , (Hong Kong: Longman Group, 1990), p. 312

<sup>10</sup> William Grabe, *Reading In A Second Language*, (New York: Cambridge University Press, 2009), p. 14

occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them.<sup>11</sup> It means that reading is process of accept and understand information. It is readers understand what they read because they are able to take the stimulus beyond. It is graphic representation and assigns membership to an appropriate group of concepts already stored in their memories.

According to Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these message.<sup>12</sup> It means the reader should focus when they read so that they can get the meaning. In addition, Moreillon states that, reading is making meaning from print and from visual information.<sup>13</sup> It could be concluded that the reader gets information and messages from the text by reading. It is a series of processes to deliver information or messages to others with the use of media depictions are only read by the sense of sight.

Based on those theories, the researcher concluded that reading is process to get information or knowledge from the text and to understand the content of the material being read. Someone needs reading to get information, they will know something

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<sup>11</sup> Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), p.70

<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman,1991), p.190

<sup>13</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association , 2007), p.10

happened in the world. Reading has been important activity for people to know something happen in the world.

#### **D. Types of Reading**

According to Brown, there are three types of reading as below :

##### **1). Perceptive Reading**

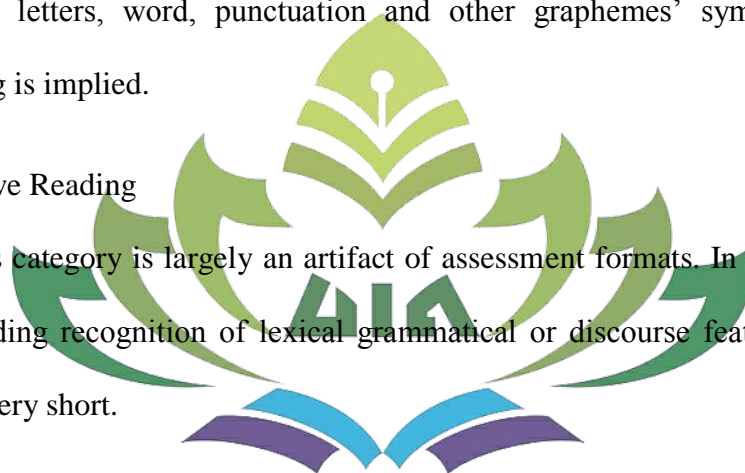
Perceptive readings involve attending to the components of larger stretch of discourse: letters, word, punctuation and other graphemes' symbols. Bottom-up processing is implied.

##### **2). Selective Reading**

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical grammatical or discourse features of language within a very short.

##### **3). Interactive Reading**

Interactive reading types are stretches of language of several paragraph to one pages or more in which the reader must, in psycholinguistic sense, interact with the text. Bottom-up processing may be used.





#### 4).Extensive Reading

Extensive reading as longer stretches of discourse, such as: a long article, and books that are usually read outside a classroom hour.<sup>14</sup>

Based on statement above, we know that there are four types of reading included perceptive reading, selective reading, interactive reading and extensive reading. Perceptive reading is ask the students to analyze the letter, word and symbol separately. Selective reading is the process to know the grammatical or the paragraph in the short passage. Interactive reading ask the students to read some text and find the information from the text. Meanwhile extensive reading deals with longer text, this requires students ability to understand the whole text.

#### E. Purpose of Reading

Everyone has a purpose in reading the text either to get information about something or to get entertainment. Harmer says the purpose of reading in relation with the teaching of reading into purpose :

##### a. Reading for information

This activity is teaching the recognition and interpretation of text type, which contain information. An over all emphasizes on topics within each text type.

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<sup>14</sup> H. Douglas Brown. *Language Assessment Principle and Classroom Practices*, (New York: Longman Person, 2003), p.189

b. Reading for meaning

This is purposed to teach the recognition and interpretation of the relationship between form and in text.

c. Reading for preasure

This is benefit to teach the recognition and the ways of reading those texts often associated with reading for pleasure.<sup>15</sup> It means that reading can make a reader feel happy.

**F. Concept of Reading Comprehension**

According to Anderson in Klingger, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>16</sup> It could be concluded that reading comprehension is complex process of transfer the information from the writer to the reader to make them understand what the writer means. The student as reader can comprehend the text based on their ability to recognize the text.

Durkin in Torgosen states, “Reading comprehension is intentional thinking during which meaning is constructed through interactionals between text and reader.”<sup>17</sup> It means that reading comprehension is considered as the ability of the

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<sup>15</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Op.Cit, p.56

<sup>16</sup> Jannete K.Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York : The Guilford Press, 2007), p.2

<sup>17</sup> Joseph K. Torgosen, *Factors that Influence Reading Comprehension : Devlopmental and Instructional Consideration*, (Florida: State University and Florida Center for Reading Center Research Core Knowledge Conference, 2006), p. 2

student to understand about the text in finding and determining main idea and topic sentence from the text.

Reading comprehension means a reader acquire information from reading. It is highly related to the conceptual background of the reader. According to Woolley, reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.<sup>18</sup> It can be said that reading comprehension is the process to make a meaning of what is described in the text.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented”.<sup>19</sup> That can be explained that comprehension includes understanding information in the text which has to be interpreted by the students. Readers who have strong comprehension are able to draw conclusions about what they read, what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.

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<sup>18</sup> Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

<sup>19</sup> Karen Tankersley. *The Threads of Reading*, (Virginia: Literacy Development, 2003), p.90

Based on the language assessment theory by Brown especially, in reading there are some criteria that are commonly used in measuring students' reading comprehension ability, they are:

1. Main idea ( topic)
2. Expression/idiom/phrases in context
3. Inferences ( implied detail)
4. Grammatical features
5. Detail ( scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting ideas
8. Vocabulary in context.<sup>20</sup>

Based on brief explanations above the researcher concluded that reading comprehension is the interaction process between the reader and the text, comprehend the words, to relate the words with the target language and understand the purpose of the text. So, The reader knows about main idea/topic sentence, inference (implied detail), Expression/idiom/ phrases in context, grammatical features, Detail ( scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary in context. Background knowledge of the reader is

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<sup>20</sup>H Douglas Brown, *Language Assessment Principle and Classroom Practices*, Op.Cit, p.206

used to help comprehending text. It can be stated that there will be no reading without comprehension.

### **G. Concept of Teaching Reading**

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>21</sup> In other words, teaching is an activity that tries to help someone to acquire, develop skill, attitudes, ideals, appreciation and knowledge. So, teaching is not only transfer the knowledge, but also changed students' attitude.

According to Tankersley teaching reading must be to teach comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language and to build understanding and comprehension skills.<sup>22</sup> It means that the teacher must be know how to approach all types of text to help and teach students and make them understand the meaning of the text.

Based on those explanations, it could be concluded that teaching reading is the process of teacher for helping, facilitating, guiding students to comprehend the text and providing students with many opportunities for practice it to make them can acquire the meaning and information from the outhor on the text.

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<sup>21</sup> H. Brown Douglas, *Principles of Language Learning And Teaching*, Op.Cit , p.8

<sup>22</sup> Keren Tankersley, *Op.Cit*, p.144



In addition, the teacher needs to notice the principles that can be as a guideline in teaching reading. The principles in teaching reading according to Harmer are as follow:

- a) Principle 1: Reading is not a passive skill
- b) Principle 2 : Students need to be engaged with what they are reading.
- c) Principle 3 : Students should be encouraged to respond to the content of a reading text, not just to the language.
- d) Principle 4 : Prediction is s major factor in reading
- e) Principle 5 : Match the task to the topic
- f) Principle 6 : good teachers exploit reading texts to the full.<sup>23</sup>

It could be concluded that in teaching reading, there are six principle that can be as a guideline in teaching reading. And the teacher also needs to notice in many aspects that have influence of t eaching reading

## **H. Concept of Approach, Method, and Technique**

In general area of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.<sup>24</sup>

According to Brown, approach theoretically well-informed positions and belief

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<sup>23</sup> Jeremy Harmer, *How to Teach English*, Op.Cit, p.99-100

<sup>24</sup> *Ibid*, p.78

about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.<sup>25</sup> Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.<sup>26</sup> It means that approach describes how the people get the knowledge to achieve the successful in language learning.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare.<sup>27</sup>

Bambang Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.<sup>28</sup> It means that technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an approach as well.

## **I. Concept of Sensory Images**

The teacher has used Sensory Images in teaching reading comprehension. According to Moreillon Sensory Images are part of the background knowledge that readers bring

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<sup>25</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (4<sup>th</sup> ed) (New York: Longman, 2001), p.16

<sup>26</sup> Jeremy Harmer, *The practice of Language Teaching*, Op.Cit, p.62

<sup>27</sup> *Ibid*, p.62

<sup>28</sup> A.g Bambang Setiyadi, *Op.Cit*, p.14

to a text.<sup>29</sup> It means that Sensory Images is a strategy to help the students in comprehending a text. By application of Sensory Images for teaching reading comprehension, the students can explore their sensory experience to strengthen their reading comprehension.

Moreover, Kowald states that creating sensory images is one key to reading comprehension: a strategy that helps readers better understand reading material. Readers who lack reading comprehension, people who do not visualize the scenes depicted on the pages they read, rarely enjoy reading.<sup>30</sup> It could be concluded that Sensory Images is a strategy that use to make readers easier to understand the text material. And also this strategy can make the readers enjoy to read a text.

Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences. In addition, Zimmermann in Ellery states that Sensory Images Strategy is a strategy that enables readers to make words on the page of a text real and concrete. This strategy helps readers engage with the text, strengthens their relationship to the text, and stimulate imaginative thinking, which aids in comprehension.<sup>31</sup> It means that Sensory Images Strategy is a strategy that helps readers think more about the text because the readers can make words on the page of a text real and concrete.

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<sup>29</sup> Judi Moreillon, *Op.Cit*, p.46

<sup>30</sup> Tracy O Kowald , “*Picture This: How Visualizing Stories Supports Reading Comprehension*”, (Online), Available at: <http://blog.connectionsacademy.com/picture-this-how-visualizing-stories-supports-reading-comprehension/>, (Accessed on march 6th, 2018)

<sup>31</sup> Valerie Ellery, *Creating Strategic Readers: Techniques for supporting Rigorous Literacy Instruction*, (New York: Shell Edition, 2014), p.254

Creating Sensory Images is a strategy use to think more deeply about a text. It is when a reader combines their schema and the information in the text to create an image in their mind.<sup>32</sup> It means that when readers make Sensory Images as they read, it helps them to understand and enjoy the story more.

Based on the explanations above that concluded, Sensory Images is a strategy to develop students' reading comprehension. In this strategy, the use of sensory experiences of the students is very important to help the students in comprehending a text. Using sensory experience not only makes students more enjoy. But also remember and comprehend what they read. And the unique this strategy is the reader can feel the place where the story takes place. This strategy like make a movie in their mind.

## **J. Advantages and Disadvantages of sensory Images**

### **1. Advantages of Sensory Images**

Talked about some advantages of Sensory Images, those are:

1. Creating sensory images helps you love reading.
2. Creating sensory images keeps you engaged as a reader.
3. Sensory images are used to retell a text.
4. Sensory images are used to form unique interpretations of the text.

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<sup>32</sup> Teachers For Teachers, "*Sensory Images*", All Rights Reserved, (Online), Available at: [Www.Qrsd.Org/Wp.../09/Sensory-Imagesdec3.Pdf](http://Www.Qrsd.Org/Wp.../09/Sensory-Imagesdec3.Pdf), 2012, (Accessed on march 1st, 2018), p.2

5. Sensory images help the reader understand who is speaking in non-referenced dialogue.<sup>33</sup>

According to Moreillon the advantages of Sensory Images are :

1. Sensory images also help students store reading events in their memories.
2. Sensory images also have potential to increase readers' enjoyment and memory of their literary experience.<sup>34</sup>

It could be concluded that the advantages of Sensory Images is can build students' reading comprehension for proficient or even to weak reader. Sensory Images can help students to love reading, retell a text, think more deeply about a text, and also increase students' enjoyment in reading. In this strategy the students can development their sensory experience to think more about the text.

## 2. Disadvantages of Sensory Images

Talked about some disadvantages of Sensory Images, those are:

1. Require a lot of time for implementation.
2. Students have difficulties to follow the directions.<sup>35</sup>

Based on the explanation above, the researcher concluded that the teacher should manage the time well and control the class well, such as give them time for preparation, and also establish a feeling community and teach students to work

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<sup>33</sup> *Ibid*

<sup>34</sup> Judi Moreillon, *Op.Cit*, p.46

<sup>35</sup> Teachers For Teachers, *Op.Cit*, p.3



cooperatively and give them regular opportunities to learn in structured cooperative activities to solve those disadvantages. It makes the students easier to follow the direction from the teacher.

#### **K. Procedure of Teaching Reading by Using Sensory Images**

The procedure of teaching reading by using Sensory Images according to Moreillon are:

1. Before Reading: Connecting to Prior Sensory Knowledge
  - a. Teacher plays music softly.
  - b. Teachers reads the title of the book.
  - c. Teacher asks the students to close their eyes and take a minute to imagine the sights, sounds, tastes, textures, and smells of the material.
  - d. When they open their eyes, teacher brainstorms as many about material sensory images as possible. The educators can begin the brainstorm and can continue to contribute as the brainstorm builds.
2. During Reading: Activating Sensory Images
  - a. Teacher asks the students to close their eyes.
  - b. Teacher reads the taks (passage 1)
  - c. Teacher shares her images and connections with the students
  - d. Teacher reads the taks (passage 2)
  - e. Teacher shares her images and connections with the students
  - f. Teacher reads the taks (passage 3)

g. Teacher shares her images and connections with the students

### 3. After Reading: Reflection

a. Teacher shares all of her images and connections with the students.<sup>36</sup>

The procedure of teaching reading by using Sensory Images according to Woolley are:

1. The teacher introduces the sensory images and explains the use of the strategy.
2. The teacher models the sensory images by using think aloud talk using questions that the students will be expected to use.
3. The teacher describes in detail images that are formed to share with the students.
4. The teacher asks the students what the name of the strategy is and how it will help with the reading.
5. The teacher shows the picture of Sensory Images and asks the students to recall and explain the use of the strategy.
6. The teacher reads a story to the children and stops at strategic points in the story and asks the students to volunteer their sensory image.
7. The children sharing their image are asked to say which sense or senses they used to help them from their image.

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<sup>36</sup> Judi Moreillon, *Op.Cit*, p.42

8. The students form pairs or small groups to discuss, write about, draw or act out their imagined scene.
9. The children compare and contrast their images.
10. Once again the students set goals for how they can improve the strategy and how Sensory Images can help them in the future.<sup>37</sup>

Based on those theories, the researcher concluded the procedure of teaching reading comprehension through Sensory Images as follows :

a. Pre-Reading

1. The teacher introduces the Sensory Images and explains the use of the strategy.
2. The teacher models the Sensory Images by using think aloud talk using questions that the students will be expected to use.
3. Teacher plays the music softly.
4. Teacher reads the title of the text.
5. Teacher asks the students to close their eyes and take a minute to imagine the sights, sounds, tastes, textures, and smells of the material.
6. When they open their eyes, teacher brainstorms as many about material sensory images as possible.

b. During Reading

1. Teacher asks the students to close their eyes

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<sup>37</sup> Woolley, *Op.Cit*, p.95

2. Teacher reads the task (passage 1)
3. Teacher shares her images and connections with the students
4. Teacher reads the task (passage 2)
5. Teacher shares her images and connections with the students
6. Teacher reads the task (passage 3)
7. Teacher shares her images and connections with the students

c. After Reading

1. The children sharing their image are asked to say which sense or senses they used to help them from their image.
2. The students form pairs or small groups to discuss, write about, draw or act out their imagined scene.

## **L. Problem in Teaching and Learning Reading**

### **1. Problem in Teaching Reading**

According to Sugiyono, problem is the deviation between that should be and what actually happened, between and practice, between the rules and implementation, the plan and implementation.<sup>38</sup> It could be concluded that the problem was the disparity between the expected reality with a properly, in order to achieve goals with maximum result.

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<sup>38</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p.32

The problems in teaching reading deal with the teaching techniques and selection of teaching materials. Some problems eventually appeared from the teaching practice. Some emerged as issues that did not all teachers agree with. According to Baradja in Budiharso books that were two facts that exist as issues in teaching reading. The problem in teaching reading were as follows:

a. Text Selection

In the text selection, teachers are not confident to choose the reading materials. Teacher mostly really upon English textbook available by which modifications are not required. To use the textbook the teachers follow the contents and exercises on the book.

b. Exercise to include

Exercise following the reading passage have been questioned as they impose the teachers to implement teaching. Strategies at the artificial some ways the format of exercises in the traditional comprehension is following a passage, the writer provides some comprehension question text.<sup>39</sup>

From the explanation above, the researcher concluded that teaching reading was not easy for the teacher, because there were some problems faced in teaching reading. They were included in text selection and exercise to include.

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<sup>39</sup> Teguh Budiharso, *Prinsip dan Strategi Pengajaran Bahasa*, (Surabaya: Lutfansyah Mediatama, 2004), p.54



In addition, the teacher's problems in teaching reading comprehension by Linane are:

- a. The teacher has difficulty to make sure whether the students read the text or not.

Sometimes the teacher does not know until the students walk in the door if students have read their assignment. Thus, the question will be "did the student read the text?". the reality is : some will and some will not. Some teachers feel that is unfair for them to be held accountable to common core or state standards of instruction if the students do not even read the text that can help them improve. When the teacher gives reading task as home work, the teacher does not know whether the students has answered the assignment by their selves or the student simply copying the answer from another student.

- b. The teacher did not give meaningful feedback to the students.

It is even more difficult to give quick feedback on student's comprehension. The alternative is to give low-tech, highly efficient verbal feedback during a class discussion.


- c. The teacher did not give assessment with the proper standard.

When the teacher have to validate that the assignment is aligned with the proper standards. This step could take some time depending on how familiar

the teacher with their relevant standards. The worst is if the teacher take long time to give the assessment with the proper standards.<sup>40</sup>

The problem in teaching reading deals with the teaching techniques and the selection of the teaching materials. Some problems evidently appear from teachers themselves and the teaching practices itself.

Based on explanations above, it can be concluded that the problems of teaching reading are :

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- a. Text Selection
  - b. Exercise to include
  - c. The teacher has difficulty to make sure whether the students read the text or not.
  - d. The teacher did not give meaningful feedback to the students.
  - e. The teacher did not give assessment with the proper standard.

## **2. Problem in Learning Reading**

In learning reading usually students also found some problems in learning reading. According to Klinger, students with learning disabilities were often the poorest readers, including poor decoding, fluency, and comprehension. These students also exhibit characteristics of in active learners who do not monitor their

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<sup>40</sup> MJ. Linane, "6 Reading Comprehension Problems", (Online), Available at: <http://www.coolcatteacher.com/6-reading-comprehension-problem/> 9, (Accessed on march 1st, 2018)

learning or use strategies effectively.<sup>41</sup> The explanation about the problem in learning reading based on Klinger as follows :

a. Word Reading (decoding)

Knowing how to read, or decode, words is not a small part of the reading process. It is a critical link whose absence inhibits understanding.<sup>42</sup> Decoding is being able to use visual, syntactic, or semantic cues to make meaning from words and sentences.<sup>43</sup> It means that the teacher can provide support by teaching the decoding skill students need initially to read more basic words.

b. Fluency (accuracy and speed of reading)

According to Tankersley, fluency is the ability to read a text accurately, smoothly, quickly, and expression.<sup>44</sup> It means that fluency is student's ability quickly, accurately, smoothly and with expression allows students to free up their thinking to concentrate on text meaning. One of students' problem in reading is the habit of slow reading. According to Baradja in Budiharso, Slow readers generally have poor comprehension therefore, slow readers are at a disadvantage in many ways. In Indonesia context, students try to read very slow as if they want to understand a word of the passage.<sup>45</sup> It means that If

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<sup>41</sup> Jannete K.Klinger, *Op.Cit*, p.4

<sup>42</sup> *Ibid*, p.6

<sup>43</sup> Karen Tankersley, *Op.Cit*, p.31

<sup>44</sup> *Ibid*, p. 73

<sup>45</sup> Teguh Budiharso, *Loc.Cit*

they do not understand a word or an expression, they do not to look up word by word in the dictionary, so that the reading is very slow.

c. Comprehension

Comprehension is our ability to mentally interconnect different events in the text and form a coherent representation of what the text is about.<sup>46</sup> Thus, comprehension ultimately depends on the ability to decode and master sights words. When that word recognition becomes automatic, the readers are better able to concentrate on the meaning of whole sentences and paragraphs while they read.

Moreover, the student's problem in learning reading based on Nation are :

a. Inference making

To understand language, it is often necessary to make inferences to go beyond what is stated explicitly in the text or discourse to infer the intended message.

Numerous studies have demonstrated that poor comprehenders have difficulty drawing inferences when reading or listening, and it has been argued that such difficulties are causally implicated in children's poor reading comprehension.

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<sup>46</sup> William Grabe, *Op. Cit*, p.39

b. Working memory

Language comprehension places heavy demands on working memory resources. Verbal working memory weakness may be a consequence of poor language comprehension.

c. Knowledge

Knowledge is essential to comprehension. Without an appreciation of the meanings words, there can be no comprehension. There is evidence suggesting that poor comprehenders have relative weakness in expressive and receptive vocabulary indicative of lack knowledge at the word level.

d. Prior knowledge

Prior knowledge about a text predicts comprehension of it and it is plain that complete lack of knowledge will result in a complete lack of comprehension.<sup>47</sup>

Besides, according to Linane, the problems in learning reading are :

- a. The students need to be able to decode and comprehend what they are reading.
- b. The students do not understand what they read.
- c. The difficult language in historical texts and poor question design in the book.
- d. The students are struggling readers. They cannot correctly identify the main idea when they read.<sup>48</sup>

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<sup>47</sup> Kate Nation, "Children's Reading Comprehension Difficulties", (Online), Available at: <http://www.pitt.edu/~perfetti/PDF/Nation.pdf> , (Accessed on March 3rd ,2018)

<sup>48</sup> MJ. Linane, *Loc.Cit*



Based on those explanation, the researcher concluded that the problems in learning reading are :

1. The students have not good vocabulary mastery.
2. The students have difficulties to decode the text and sentence.
3. The students have habit of slow reading.
4. The students have problems in making inference.
5. The students have problems in working memory to remember about the text.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research the researcher used descriptive qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.<sup>1</sup> Qualitative research is naturalistic research method because the research did on natural setting.<sup>2</sup> Qualitative refers to data that describes an object's qualities or meaningful properties.<sup>3</sup> A descriptive research will describe and interprets what the problem is. Thus, by using this research the researcher focused on teaching learning reading comprehension by using Sensory Images at the second semester of the eighth grade of SMPN 12 Kotabumi.

The research was conducted to describe the process of teaching and learning reading comprehension by using Sensory Images in the classroom, the problems faced by the teacher in teaching and the problems faced by the students in learning reading by using Sensory Images.

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<sup>1</sup> Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.219

<sup>2</sup> Sugiyono, *Metode Penelitian Pendekatan Pendidikan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p.8

<sup>3</sup> Jeffrey Longhofer, Etc, *Qualitative Methods for Practice Research*, (New York: Oxford University Press, 2013). P.38

## B. Research Subject

The researcher selected the people or participants who know the phenomenon of the problem. The researcher used purposive sampling technique to choose the participants. Arikunto said that purposive sampling technique is sampling technique which is done because limited time and finding.<sup>4</sup> According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. Thus, in this research, the researcher chose the subject according to the need and purpose of the research. The researcher chose the English teacher and the students of the eighth grade of SMP Negeri 12 Kotabumi as the participant of this research. There are two classes which consist of 41 students. The table of class distribution of eighth grade students is displayed below:

**Table 2**  
**The Number of Students at the First Semester of the Eighth Grade of SMPN 12 Kotabumi in the academic year of 2017/2018**

No	Class	Gender		Total	Average Score
		Male	Female		
1	VIII A	12	9	21	69,8
2	VIII B	11	9	20	73,3

From the table, it can be seen that the students at eighth grade had various score. The class that had low score was VIII A. So the researcher chose class VIII A as a sample of this research because class VIII A had the lowest score. It was possible

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<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Yogyakarta: Rineka Cipta, 2002), p.127.

to found difficulties in mastering reading comprehension. Thus, it appropriates with purposive sampling technique that had been explained.

### **C. Data Collecting Technique**

In this research, there were some steps that applied with intention of gaining the data from beginning until end of teaching learning process. The steps were as follows:

#### **1. Observation**

Observation is a way of collecting data in the research which the researcher observes in the field. According to Marshall in Sugiyono, through observation the researcher learn about behavior and the meaning attached to those behavior.<sup>5</sup> It means that observation is proper to be used this research, which relate with teaching learning process, students' activity, and problem, which may arise. In this research, the researcher was an observer. The researcher was not involve directly in the classroom activity. The researcher made a note during the teaching learning process. In this case the researcher only took notes, analyzed and made inference about object under study.

#### **2. Interview**

Interview is meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>6</sup> It means that interviewing provides the researcher a mean to

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<sup>5</sup> Sugiyono, *Op.Cit*, p.226

<sup>6</sup> *Ibid*, p.231

gain deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation.

The interview was used in collecting the data from the teacher. The researcher asked the teacher about her opinion of the activity in teaching learning process including problem in teaching reading. The intended of interview was to gain deeper understanding from the teacher of students' problem in reading.

### **3. Questionnaire**

Questionnaire is a list of questions used by researcher to get data from the sourcedirectly through a process of communication or to ask questions. The researcher gave questionnaire to the students in order to know the further opinions and toknow the aspect that may influent the students learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, the researcher found out the students respond toward the teaching and learning process.

The researcher distributed the questionnaire after the process of teaching reading by using sensory images. The aim was to find out the problems faced by the students in learning reading comprehension by using sensory images.

### **D. Research Instruments**

In this research, the researcher is the key instrument.<sup>7</sup> The instrument in naturalistic inquiry is the human. Thus, the researcher was the key instrument in this

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<sup>7</sup>*Ibid*, p.223

research. In this case, the researcher used triangulation of method to collect the data. The aims of triangulation of method is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated.<sup>8</sup> Then, triangulation of method consist of observation, interview and questionnaire. The description of those instruments was as follows:

### 1. Observation

Observation is collecting data process which in this research the researcher observes the research situation.<sup>9</sup> Observation is properly used in the research which is related to teaching learning process, student's activity, and problem which may arise.

In this research, the researcher was an observer to get the data, researcher was not involve directly in the classroom activity. The researcher made a note during the teaching learning process in the case, the researcher only took note, analysis, and made inferences about object under study. The researcher used observation manual. Observation manual observed the process of teaching reading by using Sensory Images. The aspects of teaching learning process are described as follows :

**Table 3**  
**Observation Guideline**

Phase	Pointer(s)
	1. The teacher introduces the Sensory Images and explains the use of the strategy.
	2. The teacher models the Sensory Images by using think aloud talk using questions that the students

<sup>8</sup>*Ibid*, p.241

<sup>9</sup> Ag. Bambang Setiyadi, *Op.Cit*, p.239



Pre-Reading	will be expected to use.
	3. The teacher describes in detail images that are formed to share with the students.
	4. Teacher plays the music softly.
	5. Teacher reads the title of the text.
	6. Teacher asks the students to close their eyes and take a minute to imagine the sights, sounds, tastes, textures, and smells of the material.
During Reading	1. Teacher asks the students to close their eyes
	2. Teacher reads the task (passage 1)
	3. Teacher shares her images and connections with the students
	4. Teacher reads the task (passage 2)
	5. Teacher shares her images and connections with the students
	6. Teacher reads the task (passage 3)
	7. Teacher shares her images and connections with the students
After Reading	1. The children sharing their image are asked to say which sense or senses they used to help them from their image.
	2. The students form pairs or small groups to discuss, write about, draw or act out their imagined scene.

**Table 4**  
**Observation Note**

Number	Teacher's and Students' Problem
1	Teacher's problem in teaching reading comprehension.
2	Students' problem in learning reading comprehension.

## 2. Interview

Interviews are good research techniques when you want to know what people

think or feel about something.<sup>10</sup> According to Stainback in Sugiyono, interviewing provide the writer means to gain a deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation.<sup>11</sup> It means that interview is a conversation between two people where asked by the interviewer to gain deeper understanding through observation.

In this research, the interview was used in collecting data for the teacher. The researcher interviewed the teacher about her opinion of teaching and learning reading comprehension process included problems that she faced in using sensory images. Futhermore, this interview is aimed to make sure about the result of the observation and to get more data relating to this research. The topics of interview could be described as follows :

**Table 5**  
**Interview Guideline**

Aspect(s)	Indicator	No. Item	Total Item
Teacher's problem	Text Selection	1	1
	Exercise to include	2	1
	The teacher has difficulty to make sure whether the students read the text or not.	3	1
	The teacher did not give meaningful feedback to the students.	4	1
	The teacher did not give assessment with the proper	5	1

<sup>10</sup> Kristin G Esterberg, *Qualitative Methods in Social Research*, (New York: Mc.Graw Hill,2002), p.37

<sup>11</sup> Sugiyono, *Op.Cit*, p.232

	standard.		
Teacher's opinion	Teacher's opinion for teaching and learning reading comprehension by using Sensory Images Strategy	6, 7	2

### 3. Questionnaire

The researcher used questionnaire. The questionnaire supported the data which are gained in the interview to the students. Questionnaire consisted of a written list question. The important point here is that each person who answer the particular questionnaire reads an identical set of question, this allows for consistency and precision in terms of the wording of the questions, and makes the processing of the answer easier.<sup>12</sup> It means that questionnaire is the technique to collect the data from the interviewer, consists the list of questions that should be answered by the interviewer. The guideline of the questionnaire which used by the researcher can be described as follows :

**Table 6**  
**Questionnaire Guideline**

Aspect(s)	Indicator	No. Item
Students' Problems	The students have not good vocabulary mastery.	1
	The students have difficulties to decode the text and sentence	2
	The students have habit of slow reading	3

<sup>12</sup>Martyn Denscombe, *Good Research Guide*, (3rd Ed), (Sidney: EBSCO Publishing, 2007), p.153

	The students have problems in making inference.	4
	The students have problems in working memory to remember about the text.	5
Students' opinion	Students' opinion for teaching and learning reading comprehension by using Sensory Images	6,7

### E. Research Procedure

To obtain the accurate data, the researcher followed the procedures of research in the following steps, they were :

1. Identifying a research problems.
2. Reviewing the literature.
3. Specifying a purpose for research.
4. Collecting the data.
5. Analysis and interpreting the data.
6. Reporting and evaluating research.

Those steps were the procedures of this research. Firstly, the researcher identified the research problems. Here, the researcher observed the process of teaching reading comprehension by using sensory images strategy, recognized the teacher's problem in teaching reading comprehension by using sensory images and the student's problem in learning reading comprehension by using sensory images. Secondly, the researcher reviewed the literature. It means that the researcher has some

basic theories that related to the research. The grand theories that the researcher used in this research are theory of reading comprehension and sensory images.

The third procedure of this research was specifying a purpose for this research. The purposes of this research were the answer of research problem that the researcher made. Next procedure was collecting the data. The researcher collected the data by observing, interviewing, and giving questionnaire. Analyzing and interpreting the data are the fifth procedure of this research. The last procedure is reporting and evaluating research. After conducting the research, the researcher developed a written report.

#### **F. Trustworthiness of the Data**

In the qualitative research, the researcher has two reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation was employed.

According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.<sup>13</sup> Validity is the degree of occurancy of the data happens to the object of research with the power that can be reported by investigation. There are six kinds of triangulation :

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<sup>13</sup> Ag Bambang Setiyadi, *Op.Cit*, p.246.

- a. Triangulation of time, triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional carried out in the same time with the different group but in the longitudinal, data collecting carried out from the same group different time.
- b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similiar data.
- c. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with the different theory.
- d. Triangulation of method. In triangulation of method the researcher use different method for collecting similiar data.
- e. Researcher triangulation. In researcher triangulation, for collecting the same data, it done by some people.
- f. Triangulation of methodology. In triangulation methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so the researcher collect the both of data from those approach.<sup>14</sup>

In this research, the researcher used triangulation of method. In triangulation of method, the researcher used three data collecting techniques; they were observation, interview, and questionnaire. The observation focused on the process of teaching reading comprehension by using sensory images and problem faced both teacher and

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<sup>14</sup>*Ibid*, p.346-347



students. Interview and questionnaire conducted to get the data which can be used to make sure about the result of observation.

## **G. Data Analysis**

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to Miles and Huberman there are three current flows of activity : data reduction, data display, and conclusion drawing or verification.<sup>15</sup> These were clear explanation about data analysis process of this research:

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>16</sup> In this case, the researcher selected the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students.

### **2. Data Display**

Data display is second component or level in Miles and Huberman model of qualitative data analysis.<sup>17</sup> A display can be an extended piece of text or a diagram,

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<sup>15</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks : Sage Publications, 1994), p.10

<sup>16</sup>*Ibid*, p.10

<sup>17</sup> *Ibid*, p.11

graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>18</sup> Some activities in analyzing the data that was done by the researcher in data display were:

a. Observing the teaching and learning process

In this step the researcher observed the teaching and learning process by the observation sheet to know how is the process of teaching teaching reading comprehension by using sensory images strategy. By observing the class the researcher knew how is the process of teaching reading comprehension by using Sensory Images.

b. Interviewing the teacher

In this step, the researcher interviewed the teacher to get information about what are the teacher's problems in teaching reading comprehension by using sensory images. By interviewing the teacher the researcher knew what are the teacher's problems in teaching reading comprehension by using Sensory Images.

c. Giving questionnaire

In this step, the researcher gave the questionnaire to students. This step conducted to know what students' problems in learning reading comprehension by using Sensory

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<sup>18</sup>*Ibid*,p.11

Images. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

### **3. Conclusion Drawing/Verification**

The last step of analyzing the data was conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.<sup>19</sup> In this step, the researcher drew the conclusion and verify the answer of research question that was done in displaying the data by comparing the observation data, interview data, questionnaire data and documentation data. Thus, the researcher got the conclusion about teaching and learning reading comprehension by using Sensory Images at the second semester at the eight grade of SMP Negeri 12 Kotabumi in the academic year of 2017/2018.

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<sup>19</sup>*Ibid*, p.11

## **CHAPTER IV**

### **RESEARCH AND DISCUSSION**

#### **A. Research Procedure**

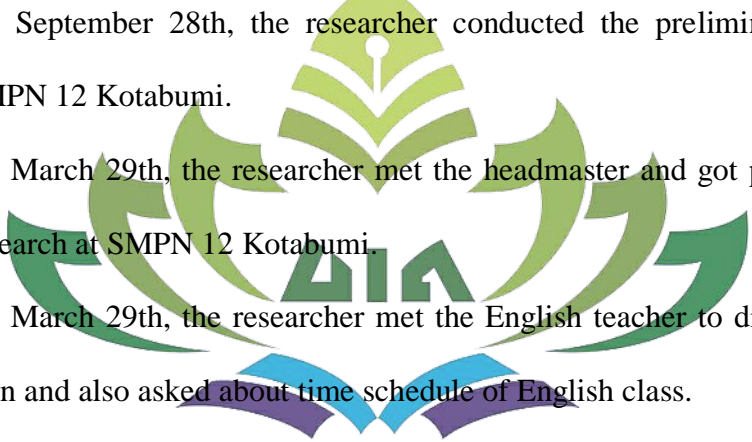
The researcher conducted the research to know the process of using Sensory Images in teaching and learning reading comprehension and problem faced by the teacher and the students at SMPN 12 Kotabumi.

The researcher did the research by using observation, interview and questionnaire as research instruments. Observation was used to know the process of teaching and learning reading by using Sensory Images and the problems faced by teacher and students and interview was used to know the problems faced by the teacher in teaching reading comprehension by using Sensory Images, and the questionnaire was used to know the problems faced by the students in learning reading comprehension by using Sensory Images.

In observation, the researcher observed the teacher and the students in process of teaching and learning reading comprehension and also condition or the class's atmosphere during teaching and learning process. Then, the researcher interviewed the teacher to find out her responses, problems and causes of problems faced by the teacher in teaching reading by using Sensory Images. After that, the next instrument was questionnaire. The researcher gave questionnaire to students after teaching and

learning, the questionnaire was aimed to find out the students' problems in learning reading comprehension through Sensory Images.

The research was conducted to the eighth grade students at the second semester of SMPN 12 KOTABUMI in the academic year of 2017/2018. The researcher conducted the preliminary research on September 28th 2017 and research from March 29th to April 4th 2018. In this research, the researcher included the date or planned schedules of work as follows:

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1. On September 28th, the researcher conducted the preliminary research in SMPN 12 Kotabumi.
  2. On March 29th, the researcher met the headmaster and got permission to do research at SMPN 12 Kotabumi.
  3. On March 29th, the researcher met the English teacher to discuss the lesson plan and also asked about time schedule of English class.
  4. On March 29th, the researcher conducted the observation in the class.
  5. On April 4th, the researcher conducted the second observation in the class and interviewed teacher and students.

## **B. The Report of Observation**

The researcher employed an observation. The observation was conducted to know the process of teaching and learning reading comprehension through Sensory Images conducted in two meetings. Every meeting had the same activities but the title of materials was different. In the first meeting, the teacher conducted pre-activity,

whilst-activity and post-activity. For the second meeting was the continuation from the first meeting.

The researcher observed the process of teaching and learning reading comprehension through Sensory Images, the students' and teacher's problems during teaching and learning reading comprehension through Sensory Images. In the observation process, the researcher prepared the observation checklist. The data of observation had been identified as described in the following discussion.

### **1) First Meeting**

In the first meeting, the researcher conducted the research on Thursday, March 29th, 2018, in the afternoon. Before teaching and learning was begun, the teacher prepared the material in advanced. The process of teaching learning by using Sensory Images in the first meeting was as follows:

#### **a. Pre-activity**

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm, but some of the less responded. After that, the teacher checked the students' attendance. Then she reviewed last lesson, almost all the students had forgotten the material that had been discussed before and looked for the material in their books. After that, the teacher asked the students to mention their favorite story one by one.



### b. Whilst Activity

The teacher told the students that they would study about narrative text and use Sensory Images to help them comprehend the text more deeply. The teacher asked the students to open their English book (English Sky 2) on page 120. After that, the teacher explained generic structure of narrative text. The teacher played the music. The music was soft music. Then, she read the title of the text in the book (English Sky 2) on page 122 (See on appendix 3). After that, she asked the students to close their eyes and imagine what will happen in the story, who will be the characters, and the place of the story and other. The teacher asked the students to open their eyes and explained how to apply Sensory Images in teaching and learning reading and also she mentioned the function of using Sensory Images in teaching reading. Then the teacher constructed Sensory Images.

The teacher asked the students to close their eyes. Then, the teacher read the text (passage one until three). After passage one and also passage two the teacher asked the students to open their eyes and connected her images about story of the text with them. After that, the teacher divided students into 5 groups consisted of 4-5 students. And then, the teacher gave students times to read the text and share their images about the story with their groups. The teacher asked the students to answer the question about the text in their exercise book. Some of the students still looked difficulty to answer the question. The teacher collected the students' exercise book.

The teacher asked some students to answer the question. Then, they answered the question and concluded the story together.

c. Post activity

In the post activity , the teacher concluded the material. Then she closed the meeting.

Based on the data that taken in first observation, the process of teaching and learning reading comprehension by using Sensory Images was quite good. The teacher taught the students based on the theory from Moreillon and Woolley. Nevertheless, there were some steps that skipped in teaching and learning process, here were some steps that skipped in teaching and learning process :

**Table 7**  
**Observation Report 1**

Subjects	Pointer(s)	Yes	No	Note
Pre-Reading	The teacher models the Sensory Images by using think aloud talk using questions that the students will be expected to use.		✓	Teacher did not model the Sensory Images by using think aloud talk using questions because she just introduced the strategy and did not give opportunity to the students to say what they think about Sensory Images.
During	Teacher shares her images and connections with the		✓	Teacher did not share her images

Reading	students			and connection with the students because the time almost ended.
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## 2) Second Meeting

In the second meeting, the process of teaching learning by using Sensory Images as follows:

### a. Pre-activity

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly to show their enthusiasm and few of them responded calmly. After that, the teacher checked the students' attendance. Then she asked the students about the text that had been discussed in last meeting. Many students had forgotten about the story in the text. After that, she reviewed the lesson. The teacher asked about students' favorite character in their favorite story, and also asked the reason. The purpose of this section was to build students' knowledge. In the second meeting, there were not many differences in the teaching and learning process with the first meeting.

### b. Whilst-Activity

The teacher told the students that they were in reading class and will study about narrative text by using Sensory Images again. She asked the students about Sensory Images and also whether they still remembered the steps of this strategy. The teacher asked the students to open their English book (English Sky 2) on page 123.

After that, she presented about narrative text, the presentation was clear but it so long. Many of the students looked boring, chatted with other friend, and did not concentrate to listen the teacher.

After that, the teacher played the soft music. The soft music was about soft music in village. Then, she read the title of the text in the book (English Sky 2) on page 124 (See on Appendix 3). After that, she asked the students to close their eyes and imagine what will happen in the story, who will be the characters, and the place of the story and other. The teacher asked the students to open their eyes and explained the function of using their sensory experience in comprehend the text. Then the teacher constructed Sensory Images.

The teacher asked the students to close their eyes. Then, the teacher read the text (passage 1-3). In every passage the teacher connected her images to the students. After that, the teacher gave instruction to the students to read all of the text and share their images about the story with their seatmate. And then every students wrote the story that they got from the text and answer the question in their exercise book. Some of the students still looked difficulty to write the text again and also to answer the question. The teacher collected their exercise book. The teacher asked the students to conclude the story in the text together.

#### c. Post activity

In the post activity, the teacher concluded the material and also gave assignment. Then she closed the meeting.

Based on the data that taken in second observation, the process of teaching and learning reading comprehension by using Sensory Images was good and better than first meeting. But, there was a step that skipped in teaching and learning process as follow :

**Table 8**  
**Observation Report 2**

Subjects	Pointer(s)	Yes	No	Note
During Reading	Teacher shares her images and connections with the students		✓	Teacher did not share her images and connection with the students because the time almost ended.

Based on the notes which were taken by the researcher, the problems faced by the teacher in teaching reading comprehension by using Sensory Images were as follows :

1. The teacher almost had done the procedure of teaching reading comprehension by using Sensory Images. Although, there were some steps that skipped in teaching procedure.
2. The teacher had difficulties in managing the time and the class because the students were not focus to follow the directions and the teacher had to control students one by one to explain about the text.
3. The teacher seemed rush to discuss the material because the times almost end
4. The teacher did not have time to give feedback about the material to students

5. The teacher gave exercise to students, but most of students difficult to answered it.
6. The teacher gave instructions with a high and loud voice during teaching reading by using Sensory Images.

The problems faced by the students in learning reading comprehension by using Sensory Images were as follows :

1. The students' reading was very slow, they did know about the gist of the text.
2. Most of students had difficulty to know the meaning of words, some students looked up the dictionary to know the meaning of the words, therefore the students could not understand or comprehend the text.
3. The students had problem in working memory of the text, they forgot the text that they had discussed before or even to remember new words that they just translated, it could be seen by many of the students asked the meaning of a word to the teacher more than once.
4. Some of the students were passive, they looked did not interest in teaching learning process.

### **C. The Report of Interview**



The researcher also employed interview to support the data of the observation. The interview was composed based on the stages of teaching reading, teacher's problems in teaching reading comprehension. The interview was intended to find out the teacher's opinion about the activity in teaching and learning reading process and the problems in teaching reading comprehension by using Sensory Images.

There were seven questions that the researcher asked to the teacher about the problems and her opinions in teaching reading comprehension by using Sensory Images. The first was about the problems in teaching reading comprehension. And the second was about teacher's opinion in teaching and learning reading comprehension by using Sensory Images. It can be seen in the dialogue below<sup>1</sup> :

1. **Question :** What are the problems that you find in determine the reading material ?

**Answer :** I choose the text mostly rely from the English textbook available. I just follow the contents and exercise on the book. But in the textbook that I used in teaching reading comprehension, there were only few short texts, many of that were long texts. Most of the students were weak readers. It would be harder if they had to read a long text or read the text that difficult to be understood, the worse they did not want read the text because it was long and difficult to be understood.

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<sup>1</sup> Interview to the teacher, Mrs. Yunita Fitriana, S.Pd, on Monday, April, 2nd 2018, at SMPN 12 Kotabumi

The statement above showed that the teacher had difficulty in choosing the teaching material. The teacher had used reading text material from textbook. In the textbook that she used, there were many of long text. Many of her students were weak readers. It would be harder for them. The teacher did not use varied text. Therefore, the students had low interest and motivation in learning reading comprehension.

2. **Question :** What are the obstacles that you find in stimulating and engaging students to read the text ?

**Answer :** Almost all of them were passive. I had not any ideas to make them become more motivated to learn English especially in reading comprehension. For them reading was a boring activity. Sometimes they did not involve in discussion session or even they did not read the text. They made noisy and chatted with another friend. And many of them felt shy, did not confidence and afraid if they made mistake in giving opinion in discussion session or even in answering the question in the text book.

From the statement above, it could be concluded that the teacher found difficulty when she make sure whether the students read the text or not. Because many of her students made noisy in reading class. They tended to enjoy fun activities without being serious in learning like reading a text in a textbook.

3. **Question :** How you establish exercise or question to students ? How do you modify the question or exercise to attract students' interest in learning reading comprehension?

**Answer :** I used the questions or exercises only from the book that I used in teaching learning process. I did not design new question or modify the question. It was because I did not have any references to make it.

From the statement above, it showed that the teacher did not modify the question or exercise to attract students' interest in learning reading comprehension. Because she just followed the question and exercise from the English textbook that she used in teacher reading comprehension there.

4. **Question :** What are the obstacles that you find in giving feedback for the students ?

**Answer :** Sometimes I did not have time to give feed back to the students about what we had discussed. The times often up when I would give feedback to the students. It was because the students read the text and understand the text very slowly.

The statement above showed that the teacher had difficulty in giving feedback for the students. The students read the text and understand the text very slowly. So, the students did not focus to follow the directions and the teacher had to control students

one by one to explain about the text. It made the teacher did not have time to give feed back to the students.

5. **Question :** What are the problems that you find in giving assessment ? do you give asesment with the proper standard ?

**Answer :** i have no problem in giving asesment. Because i gave assessment to the students with proper standard.

From the statement above, it showed that the teacher did not have difficulty about it. She gave asesment with proper standard.

6. **Question :** In your opinion, what are the problems in teaching reading comprehension by using sensory images ?

**Answer :** in every strategy that use usually there are weaknesess and stengths in applying in teaching and learning process, it also found in Sensory Images. when applying this strategy, i have difficulty in manage time, because this strategy required a lot of time in implementation.

It means that the teacher had difficulty in manage time in teaching reading comprehension by using Sensory Images, because this strategy needs long time to implementation.

7. **Question :** In your opininon, what are the problems faced by students when learning reading comprehension by using sensory images ?

**Answer** : in my opinion, when applying Sensory Images in reading class, the students had problems in followed my direction. They looked confuse. The Students read the text very slowly. So , they could not make inference correctly.

From statement above, it could be concluded that according to the teacher there were some problems faced by the students in learning reading comprehension by using Sensory Images, such as: the students had difficulty to follow teacher's direction, they read the text very slow, and they could not make inference correctly.

From the result of interview to the teacher, the researcher concluded that teacher applied Sensory Images in teaching reading comprehension was running well although there were some weaknesses in many sides. And the teacher had difficulties in applying the steps of teaching reading comprehension by using Sensory Images. Many of the problems that faced by teacher and the students. It can be explained as follows:

**Table 9**  
**Teacher's Interview Result**

No	Problems
1.	Teacher had problem in determine the reading material or text selection.
2.	Teacher had problem in stimulating and engaging the students to read the text, whether they read text or not.
3.	Teacher had problem in designing or modifying the question and the exercise to engage students' interest in learning reading comprehension.
4.	Teacher had problem to give a feedback for the students in the process

	of teaching reading comprehension.
5.	In teaching reading comprehension by using Sensory Images, the teacher had problem to manage the time, because this strategy required a lot of time in implementation.
6.	In learning reading comprehension by using Sensory Images, the students had problem to follow teacher's direction and also they read the text slowly, it made they could not make inference correctly.

#### **D. The Report of Questionnaire**

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of six questions. Based on the questionnaire filled by the students, the researcher could describe that the students' responses were varies. The questionnaire was composed based on the students' problems in learning reading comprehension and also the students' practice in learning reading comprehension by using Sensory Images. it was intended to find out the problems faced by the students in learning reading comprehension by using Sensory Images.

Based on the questionnaire filled by students, the researcher could describe that students' response was various and could be seen in table below :

No	Question	Answer	Number of Students	Percentage
1	Do you have difficulty to understand the meaning of word when reading a	Yes	12	57,1 %
		No	9	42,9 %

	text ?			
<b>Total</b>			21	100%

The data showed that 42,9 % students did not have difficulty to understand the meaning of words. Besides, the students searched the meaning of the words in the dictionary or asked the teacher and their friend to find the meaning of the words. However, it showed that, 57,1 % students were difficult to understand the word because they did not know about the meaning of word and had poor memory or vocabulary.

No	Question	Answer	Number of Students	Percentage
2	Do you have difficulty to understand the meaning of a sentence when reading a text ?	Yes	15	71,4%
		No	6	28,6%
Total			21	100%

From the data number 2 showed that 71,8 % students felt difficult to understand the meaning of sentences. It showed that, the students did not only have difficulties to understand the meaning of words but also have difficulties to understand the meaning of the sentences. Their reason indicated that they still asked the teacher and their friends to know the meaning of the sentence in the text. Besides, most of students felt difficult to understand the meaning of sentences. Thus, it was the students' problems in learning reading.

No	Question	Answer	Number of	Percentage
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			Students	
3	Do you need a long time to read and understand a text ?	Yes	17	81%
		No	4	19%
Total			21	100%

The data above showed that 81 % students had difficulty to read text quickly. Besides, most of them had to read a text slowly to comprehend the meaning of the text. From the essay that they wrote, most of them said that they were difficult to understand the text. It meant they spent more time to get the right answer. However 19 % of students said they were not difficult to understand the meaning because the students felt interest with the story of the text. Thus, it could be concluded that slow in reading was one of students' problems in learning reading.

No	Question	Answer	Number of Students	Percentage
4	Do you have difficulty in reading the text accurately to understand the gist of a text ??	Yes	14	66,7%
		No	7	33,3%
Total			21	100%

The data showed that 66,7 % students felt difficult to comprehend the gist of the text. It was indicated that the students less accurately to comprehend text by using Sensory Images Strategy. From the essay most of students said difficult to understand the gist of the text. It showed that 33,3 % of students were not difficulties reading the text accurately to understand the gist of the text because they focused on using the

strategy and getting the information as well, to know the gist of text from the text.

Thus, it was the one of students' problem.

No	Question	Answer	Number of Students	Percentage
5	Do you have difficulty to memorize words or gist of the text that you had been read before ?	Yes	16	76,2%
		No	5	23,8%
Total			21	100%

Based on the data, there were 76,2 % students had problem to memorize word, sentence and the text that they had been read before. Beside, 23,8 % students did not have problem to memorize word, sentence and the text that had been read before. It meant that most of the students had difficulty in working memory of the text.

The question number six was essay. This is students' opinion about learning reading comprehension by using Sensory Images. From the data , it could be concluded that students' opinion about learning reading comprehension by using Sensory Images were varies. Some of them said that they enjoyed in reading a text when use this strategy. But the other said that they confused to use this strategy in reading activity.

Then, the last number, the researcher indicated that the students had problems in learning reading comprehension by using Sensory Images. The students mentioned their difficulties in learning reading comprehension by using Sensory Images. The problems were the students did not like English become they felt English was

difficult, they did not understand the text because they had lack of vocabulary. And they said that they had difficulty to follow teachers' direction. Therefore, they did not understand the text as well.

It could be seen from the result of questionnaire that the students had difficulties in learning reading comprehension by using Sensory Images at SMPN 12 Kotabumi they were as follows :

- a. Some of the students had difficulty to get the meaning of the words and sentences when read a text. They had to open a dictionary to know the meaning of the word accurately, and get more time to get the meaning of the text. From question number 1 and 2, it showed that students did not know the meaning of the words and the sentences. Therefore, they felt difficult to understand the text. It wasted many time to know the meaning of text accurately, it showed from the question number 3.
- b. Some of students had difficulty in comprehend the text because they had limited vocabulary. Moreover, they did not read text quickly to understand the meaning and to understand the gist of the text. It seemed from the question number 4 and 5.
- c. From the essay the students felt difficult in vocabulary mastery, understand meaning of words, sentences, paragraph and also whole of the text to get the information of the text accurately. Especially, in learning reading

comprehension by using Sensory Images the students said they had problem to follow teacher's direction.

#### **E. Discussion of Finding**

In this part, the researcher would like to discuss about the finding of the process of teaching and learning reading comprehension by using Sensory Images as the first formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher's and the students' problems in teaching and learning reading comprehension by using Sensory Images as the second and the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of eighth grade in A class of SMPN 12 Kotabumi in the second semester in the academic year of 2017 / 2018.

##### **a. Process of Teaching and Learning Reading Comprehension by using Sensory Images**

Teaching reading comprehension by using Sensory Images was assumed could help the students in learning reading comprehension. But, in this research the teaching learning process by using Sensory Images was still less effective and not maximal. It happened because there were many problems that faced by the teacher and the students during the process of teaching and learning. The problems appeared from the teacher and the students that influence each other, so the process of teaching and learning became less effective and not maximal. In addition, in this research the

researcher expected to see the teaching and learning process and the problems in teaching learning reading comprehension by using Sensory Images.

The researcher observed of teaching learning process that was done by the teacher in two meetings. The classroom atmosphere in teaching learning reading comprehension by using Sensory Images were the students looked active and enthusiasm to follow each step, but some of them looked less responsive, bored, did not focus or even made noisy and chatting each other. Some students also looked difficult to follow the teacher's direction. This research was conducted three times including observing the teaching and learning process by using Sensory Images, interviewing the teacher and students, and giving questionnaire to the students.

From the data gained through observation, the researcher assumed that teaching learning reading comprehension by using Sensory Images was still less effective and maximal. There were many problems that could not manage well by teacher despite the teacher had followed the procedure well based on Moreillon and Woolley, there were still many weakness in several sides. The problems were; the teacher did not manage the time well. Some steps in Sensory Images Strategy sequences were done in haste by the teacher. Then, the teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students' difficulties in learning reading comprehension by using Sensory Images.

There were some steps that skipped in teaching and learning process, in whilst activity the teacher did not model the Sensory Images by using think aloud talk using

questions and after reading the text, the teacher did not share her images and connection with the students because the time almost ended. In addition, the students looked bored in teaching and learning process. That was indicated that the students were not had interest in learning reading comprehension by using Sensory Images. By it reason, the teacher should be able attract students' interest in learning reading comprehension by using Sensory Images.

Based on the explanation above, the process of teaching and learning reading comprehension by using Sensory Images was quite good. It can be seen, from the procedure of teaching that suitable with the procedure and also the guideline. Although there were some steps skipped by the teacher. And also there were many obstacles faced by teacher and her students that made the teaching learning process by using Sensory Images was not maximal. But, it did not give the big influence for teaching and learning process, the process could be done properly.

**b. Problems Faced by Teacher in Teaching Reading Comprehension by using Sensory Images**

Besides, the problems of teaching reading comprehension are:

1. Teacher has problem to choose reading material.
2. Teacher has problem to modify the exercise to engage students' interest.
3. Teacher has problem in stimulating and engaging the students to read the text.
4. Teacher did not give meaningful feedback to the students.

5. The teacher did not give assessment with the proper standard.

Having conducted the research, the researcher found the problems during the applying of Sensory Images in teaching reading comprehension at eighth grade of SMPN 12 Kotabumi. They are as follows:

1. Teacher had problem to choose the teaching material in teaching reading comprehension.
2. Teacher had problem to design or modify the question and the exercise to engage students' interest in teaching reading comprehension.
3. Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.
4. Teacher had problem to give a meaningful feedback for the students in the process of teaching reading comprehension.
5. Teacher had problem to manage the times.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the teacher, eventhough there was a problem that did not happen in teaching reading comprehension by using Sensory Images. In addition, there were more problem that happen in teaching reading comprehension by using Sensory Images.



**c. Problem Faced by Students in learning Reading Comprehension by using Sensory Images**

Besides, the problems of learning reading comprehension are:

1. The students have not good vocabulary mastery.
2. The students have difficulties to decode the text and sentence.
3. The students have habit of slow reading.
4. The students have problems in making inference.
5. The students have problems in working memory to remember about the text.

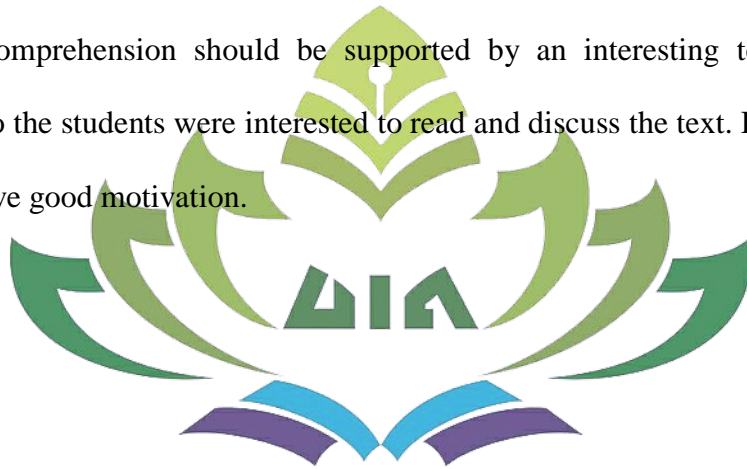
Having conducted the research, the researcher found the problems during the applying of Sensory Images in learning reading comprehension at eighth grade of SMPN 12 Kotabumi. They are as follows:

1. The students have no good vocabulary mastery.
2. The students had problem to decode words and sentences.
3. Student had habit of slow reading.
4. Students had problem to get main idea of the text and to figure out the inference of the text.
5. Students had problem in working memory to remember the text.
6. Students had problem to follow teacher's direction.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problem

that happen in learning reading comprehension by using Sensory Images. The researcher concluded that the English teacher could do the steps of Sensory Images in teaching and learning reading comprehension well, although there were some weakness in several sides and there were many obstacles faced by the teacher and the students.

After the researcher analyzed and found out the finding of the research, hopefully the researcher gave contribution of the research to better way. Learning reading comprehension should be supported by an interesting teaching style by teacher, so the students were interested to read and discuss the text. Besides, someone should have good motivation.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in teaching and learning reading comprehension by using Sensory Images.

#### **A. Conclusion**

Having discussed the result of the research, it can be concluded that:

1. Teaching and learning process by using Sensory Images was still less effective and not maximal. It happened because there were some steps that skipped by the teacher. There were many problems faced by the teacher and the students during the process of teaching and learning reading comprehension by using Sensory Images.
2. The problems faced by teacher in teaching reading comprehension by Sensory Images were :
  - a. Teacher had problem to choose teaching material in teaching reading comprehension.
  - b. Teacher had problem to design or modify the question and the exercise to students in teaching reading comprehension.

- c. Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.
  - d. Teacher had problem to give meaningful feedback or reflection for the students in the process of teaching reading comprehension.
  - e. Teacher had problem to manage the times.
  - f. The teacher had problem to give instructions with soft voice during teaching reading by using Sensory Images.
3. The problems faced by students in learning reading comprehension by using Sensory Images were:
- a. The students have not good vocabulary mastery.
  - b. The students had problem to decode words and sentence.
  - c. The students had habit of slow reading.
  - d. The students had problem in making inference.
  - e. The students had problem in working memory to remember about the text.
  - f. The students had problem to follow teacher's direction.

## **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions as follows :

### 1. For the English Teacher

- a. The teacher should prepare the material well before she teaches and she must find the other teaching material in many source like internet, books, magazine and other source that match with the students' situation. So it can make the students easier and more interested to read the text. In addition, she must follows all of the procedure of teaching reading by using Sensory Images well by modify her lesson plan and match it with students' situation so the teacher has time to doing all the steps .
- b. The teacher should modify the question and the exercise to students in teaching reading comprehension to make them easier to understand. She must make the question by herself not only take from the book so the question will appropriate with her students.
- c. Always give the students homework to practice reading in their home to increase their speed of reading and their vocabulary.
- d. The teacher supposed to give a feedback and does reflection for the students. She should pay attention when she uses the time in teaching reading. So it can make her has the time to ask the students about the material and make the conclusion.
- e. The teacher should manage time as good as possible in order that the implementation of strategy running well and success. She should make the students focus on teaching learning process. For example she must give

minus score for the noisy students. So they will not be noisy. And the teacher do not have to control the students one by one. It make the time will running well.

- f. The teacher must give instruction with soft voice. Because the purpose of this strategy to make the students imagine the story in the text. If the teacher give instruction with high and loud voice they will get difficulty to imagine the story.

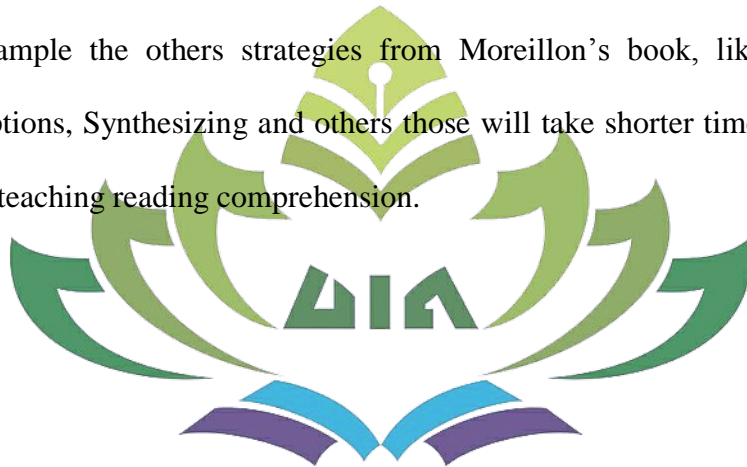
## 2. For the Students

- a. The students should look vocabulary after they find difficult word in reading. So it can make them curious with the meaning and finally remember about meaning of the word.
- b. The students should study more about grammar. It can make them easier to making meaning from a sentence. So the students should making meaning from one sentence full not from word by word.
- c. The students should build habit in reading by read some interesting book or story. So it can make the them love and continue to reading.
- d. The students should focus when reading a text, so it can make them easier to get the gist of the text.
- e. The students should read the text carefully and must imagine the story in the text when they read a text. So they will easier to remember the text.

- f. The students should focus when study English. They should not chat with others or be noisy during teaching and learning process. So they can focus to hear and follow the teacher's direction.

### 3. For other Researchers

The next researcher can conduct a study about teaching reading comprehension with other strategies that make students enjoy and effective in learning reading comprehension to increase their reading comprehension. For example the other strategies from Moreillon's book, like : using fix-up Options, Synthesizing and others those will take shorter time implementation in teaching reading comprehension.





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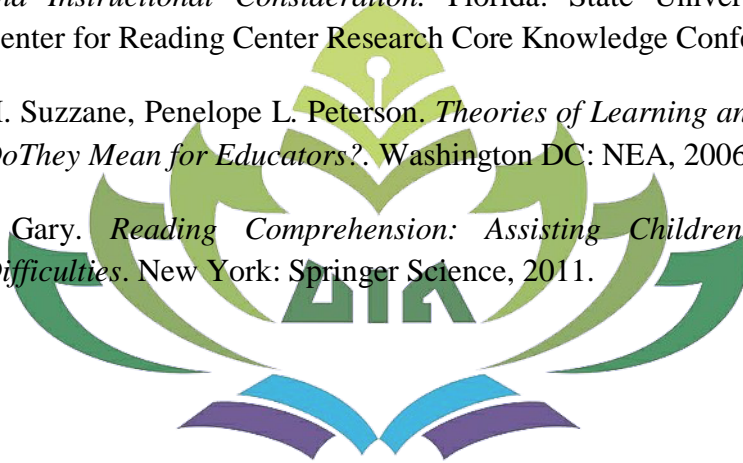
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## Appendix 1

### Preliminary Research's Interview

Interviewer : Recy Adhya Fiscarina

Interviewee : Yunita Fitriana, S.Pd

Day/date : 28 September 2017

### Question for English Teacher

1. Sejak kapan anda mulai mengajar bahasa Inggris ?
2. Berapa Jumlah murid yang anda ajar disekolah ini ?
3. Apa kesulitan yang anda hadapi dalam mengajar bahasa Inggris ?
4. Bagaimana kemampuan bahasa Inggris siswa-siswa anda khususnya didalam pemahaman membaca text (*Reading Comprehension*) ?
5. Apakah menurut anda pemilihan teknik atau strategi yang tepat dalam mengajar bahasa Inggris khususnya didalam pemahaman membaca text (*Reading Comprehension*) itu penting ?
6. Strategi apa yang anda gunakan dalam mengajar pemahaman membaca text (*Reading Comprehension*) ?
7. Apa alasan anda menggunakan strategi tersebut ?
8. Bagaimana dengan hasil nilai para siswa setelah diajarkan pemahaman membaca text (*Reading Comprehension*) menggunakan strategi tersebut ?
9. Menurut pandangan dan opini anda, kira-kira apakah yang membuat siswa tidak dapat menguasai pelajaran bahasa Inggris khususnya dalam pemahaman membaca text (*Reading Comprehension*) dengan baik ?

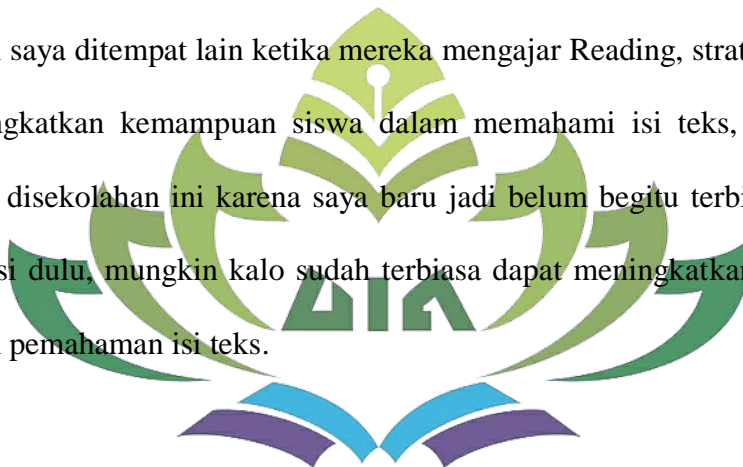
10. Kenapa anda tidak menggunakan strategi lain ketika anda tahu bahwa kemampuan bahasa Inggris siswa khususnya dalam pemahaman membaca text (*Reading Comprehension*) siswa masih rendah walaupun sudah diajarkan menggunakan strategi ini ?

### Answers from the Teacher

1. Saya mengajar bahasa Inggris sudah lama, hanya saja untuk mengajar bahasa Inggris disekolah ini baru beberapa tahun.
2. Saya mengajar bahasa inggris sekarang ada 41 siswa terdiri dari 21 siswa di kelas 8A dan 20 siswa dikelas 8B.
3. Siswa kebanyakan tidak fokus dalam belajar bahasa Inggris, mereka tidak fokus dengan penjelasan guru, biasanya mereka main-main, atau mereka mengobrol sendiri dengan teman, seperti itu.
4. Cukup baik sih kalo untuk membaca,namun di kelas 8A ini memiliki nilai yang lebih rendah disbanding kelas yang lainnya dalam pelajaran bahasa inggris utamanya di Reading Comprehension.
5. Jelas, karena gini kalo kita milih strategi yang tepat jelas itu kita dapat mencapai nilai yang kita inginkan, apalagi Reading kan kalo dalam bahasa Inggris sangat penting, jadi tujuan mengajar bahasa Inggris kita tercapai dengan baik.
6. Saya pakai Sensory Images Strategy, atau strategi mengajar yang menggunakan sensor imaginasi.
7. Karena sepengalaman saya, berdasarkan teori yang ada, teman-teman saya kebetulan yang pernah mencobanya, strategi tersebut dapat meningkatkan

kepemahaman siswa dalam membaca, karena biasanya dalam bahasa Inggris itu kan banyak teks ya, jadi siswa itu lebih mudah memahami isi teks.

8. Umumnya sih ya masih tetap rendah sih, tapi kan itu belum berlangsung lama ya.
9. Kalo kata saya sih, karena mereka memiliki keterbatasan vocabulary, karena kan dalam bahasa Inggris kita harus memiliki banyak vocabulary, saya rasa mereka masih terbatas, oleh sebab itu mereka malas untuk membaca.
10. Saya kan baru nih disini, baru menyesuaikan disekolah ini, jadi untuk kebiasaan siswa disekolah ini saya masih belum begitu paham, jadi menurut pengalaman teman saya ditempat lain ketika mereka mengajar Reading, strategy itu bagus, dapat meningkatkan kemampuan siswa dalam memahami isi teks, Cuma ya mungkin untuk disekolahan ini karena saya baru jadi belum begitu terbiasa, jadi harus lihat kondisi dulu, mungkin kalo sudah terbiasa dapat meningkatkan kemampuan siswa dalam pemahaman isi teks.



## Preliminary Research's Interview

Interviewer : Recy Adhya Fiscarina

Interviewee : Students

Day/date : 28 September 2017

### Question for the Students

1. Apakah kamu memiliki kesulitan saat belajar bahasa inggris terutama dalam memahami isi sebuah teks atau yang disebut *Reading Comprehension* ?
2. Apakah kamu memperhatikan semua yang guru jelaskan saat pelajaran bahasa inggris ?

### Answers from the Students

1. Iya kami (8 Siswa) memiliki kesulitan dalam belajar bahasa inggris terutama ketika memahami isi teks bahasa inggris dikarenakan banyak faktor seperti rasa malas, tidak mengetahui artinya dan lain sebagainya.
2. Terkadang kami (8 Siswa) memperhatikan guru ketika menjelaskan tetapi terkadang juga tidak karena kadang ada yang ngajak ngobrol terus juga merasa bosan dan lain sebagainya.



### Appendix 3

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 12 Kotabumi

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / Genap

Standar Kompetensi : Membaca

1. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

### 1. Indikator Pencapaian Kompetensi

11.1.1 Membaca nyaring dan bermakna teks berbentuk *narrative*

11.1.2 Mengidentifikasi berbagai makna teks *narrative*

11.1.3 Mengidentifikasi rujukan kata dalam teks *narrative* yang dibaca

### 2. Tujuan Pembelajaran

Diberikan teks *narrative* siswa dapat :

1. Brain storming tentang berbagai hal terkait teks *narrative*
2. Mendengarkan teks *narrative* yang dibacakan oleh guru/ teman dengan cermat
3. Membaca nyaring teks fungsional pendek tentang teks *narrative* dengan percaya diri
4. Menjawab pertanyaan tentang isi teks *narrative*
5. Menyebutkan tujuan komunikatif teks *narrative*
6. Menjawab pertanyaan tentang ciri kebahasaan teks *narrative*

### 3. Materi Pembelajaran

Teks esei berbentuk teks *narrative*

### 4. Media Pembelajaran

Teks, gambar, dan musik

## 5. Langkah – langkah Pembelajaran

No	Kegiatan
1.	<p><b>Kegiatan Pendahuluan</b></p> <ul style="list-style-type: none"> <li>a. Membuka pelajaran dengan salam dan berdo'a bersama dipimpin oleh salah seorang peserta didik dengan penuh khidmad.</li> <li>b. Memperllihatkan kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian , posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran.</li> <li>c. Mengulas materi sebelumnya.</li> <li>d. Motivasi dengan mengarahkan siswa pada situasi pembelajaran.</li> </ul>
2.	<p><b>Kegiatan Inti</b></p> <ul style="list-style-type: none"> <li>a. Eksplorasi               <ul style="list-style-type: none"> <li>1. Guru memperkenalkan materi yang akan disampaikan dan strategi yang akan digunakan .</li> <li>2. Guru memberikan pertanyaan terkait materi yang akan disampaikan dan strategi yang akan digunakan untuk membangun pengetahuan siswa.</li> <li>3. Guru mempresentasikan informasi tentang teks <i>narrative</i> kepada siswa didepan kelas.</li> <li>4. Guru memberikan contoh teks.</li> <li>5. Guru memutar musik.</li> <li>6. Guru meminta siswa untuk menutup matanya.</li> <li>7. Guru membaca judul teks <i>narrative</i> yang akan dibaca.</li> <li>8. Guru meminta siswa untuk membayangkan isi cerita yang ada didalam teks.</li> <li>9. Guru meminta siswa untuk membuka matanya dan menjelaskan strategi yang akan digunakan.</li> </ul> </li> <li>b. Elaborasi</li> </ul>

	<ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menutup matanya.</li> <li>2. Guru membaca teks.</li> <li>3. Guru mengajak siswa menyimpulkan bagian-bagian penting didalam isi cerita yang dibaca.</li> <li>4. Guru meminta siswa untuk membaca teks.</li> <li>5. Guru meminta siswa secara berkelompok atau berpasangan untuk menuliskan kembali isi cerita yang sudah dibaca dan menjawab soal yang sudah tersedia.</li> <li>6. Guru meminta siswa mengumpulkan hasil kerja siswa.</li> </ol> <p>c. Konfirmasi</p> <ol style="list-style-type: none"> <li>1. Guru dan siswa menjawab soal secara bersama sama.</li> <li>2. Guru mengajak siswa kembali mengulas isi cerita yang terdapat dalam teks <i>narrative</i> yang baru saja dibaca.</li> </ol>
<b>3. Kegiatan Penutup</b>	<ol style="list-style-type: none"> <li>a. Guru memberikan <i>feedback</i> dan menanyakan kesulitan siswa selama proses belajar.</li> <li>b. Guru menyimpulkan materi pembelajaran.</li> </ol>

**d. Sumber Belajar**

1. Buku teks
2. *Narrative text*

**e. Penilaian**

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen
<ul style="list-style-type: none"> <li>• Mengidentifikasi berbagai makna teks <i>narrative</i></li> <li>• Mengidentifikasi rujukan kata dalam teks <i>narrative</i> yang dibaca</li> </ul>	Tes Tulis	<p>Pertanyaan tertulis</p> <p>Isian singkat</p>

Mengetahui,  
Kepala SMP Negeri 12 Kotabumi

Kotabumi, Maret 2018  
Guru Mata Pelajaran

**HJ. Neneng Sarniati, S.Pd, MM**  
**NIP. 19650611 199102 2 001**

**Yunita Fitriana, S.Pd**  
**NIP. 19850616 201410 2 002**



## Appendix 4

### Reading Score at the Eighth Grade of SMPN 12 Kotabumi In 2017/2018

Class : VIII A

No	Name	Score
1	Ahmad Nur Ilham	64
2	Anggi Aprilia	80
3	Apri Yanto	70
4	Dedi Irawan	68
5	Dewi Rosita	68
6	Diva Adi Saputra	60
7	Epi Diana	78
8	Fery Adi Pratama	64
9	Hikmal Ashar	64
10	Indah Agustina	78
11	M. Dzukfika	62
12	M.Nur Aziz Zulhaqim	64
13	Muhamad Ridwan	74
14	Nia Pratiwi Ayu	76
15	Primas Adi Putra	64
16	Reza Ramadhan	70
17	Septa Rianda Pratama	64
18	Titis Widia Astin	84
19	Wahyu Frimansyah	62
20	Yuni Hildawati	70
21	Mai Rima Putri	82

Kotabumi, 2018  
Guru Mata Pelajaran

**Yunita Fitriana, S.Pd**  
**NIP. 198506162014102002**

## Reading Score at the Eighth Grade of SMPN 12 Kotabumi In 2017/2018

**Class : VIII B**

No	Name	Score
1	Andini Olivia A	80
2	Deden Setiawan	78
3	Dewi Ratih	84
4	Dimas Ariya Pratama	70
5	Elli Cyntia Sari	70
6	Febriansyam	70
7	Haikal Putra Subekti	68
8	Hesti Nur Wulandari	82
9	M. Akhbar Afandi	76
10	Nanda Iranti	68
11	Panca Raditya	70
12	Renaldi Febriansyah	68
13	Rey Naldi	66
14	Rosa Febriandika	74
15	Sakti Jaya Hadili	78
16	Satria Saputra	70
17	Tania Indriani	82
18	Untung Ramayudha	70
19	Zahra Ade Apriansyah	66
20	Sarawati	76

Kotabumi,                      2018  
Guru Mata Pelajaran

**Yunita Fitriana, S.Pd**  
**NIP. 198506162014102002**

## Appendix 5

### Observation Report of Teaching and Learning Reading Comprehension by Using Sensory Images Strategy

#### First Observation

Subjects	Pointer(s)	Yes	No	Note
Pre-Reading	1. The teacher introduces the Sensory Images Strategy and explains the use of the strategy.	✓		Teacher introduced Sensory Images strategy clearly.
	2. The teacher models the Sensory Images Strategy by using think aloud talk using questions that the students will be expected to use.		✓	Teacher did not model the Sensory Images Strategy by using think aloud talk using questions because she just introduced the strategy and did not give opportunity to the students to say what they think about Sensory Images Strategy.
	3. Teacher plays the music softly.	✓		The teacher began the strategy. She played the soft music. She explained that soft music can



				make the students relax and ready to use their imagination in reading a text.
	4. Teacher reads the title of the text.	✓		Teacher read the title of the text clearly
	5. Teacher asks the students to close their eyes and take a minute to imagine the sights, sounds, tastes, textures, and smells of the material.	✓		Teacher asked the students to close their eyes. She asked the students to think about the title of the text more deeply. The students followed the direction and closed their eyes.
	6. When they open their eyes, teacher brainstorms as many about material sensory images as possible.	✓		Teacher asked the students to open their eyes. She gave students question “can you imagine the story of the text ? can you guest the characters in the story ?” and she explained more about sensory images strategy and the use of imagination in reading a text.
	1. Teacher asks the students to close their eyes	✓		Teacher asked the students to closed

During Reading				their eyes. The teacher make sure that all of the students close their eyes.
	2. Teacher reads the task (passage 1)	✓		The teacher read the passage one clearly and good intonation.
	3. Teacher shares her images and connections with the students	✓		After read the passage one, teacher asked the students to open their eyes and asked the students to explain about their imagination and she connected with her imagination.
	4. Teacher reads the task (passage 2)	✓		Teacher asked the students to close their eyes and read the passage two clearly.
	5. Teacher shares her images and connections with the students	✓		Teacher asked the students to open their eyes. She gave students opportunity to explain their images after read passage two and she mentioned some points that she got from the

				passage two.
	6. Teacher reads the task (passage 3)	✓		Teacher asked the students to close their eyes. She read the passage three. She was haste to read because the time almost ended.
	7. Teacher shares her images and connections with the students		✓	Teacher did not share her images and connection with the students because the time almost ended.
After Reading	1. The children sharing their image are asked to say which sense or senses they used to help them from their image.	✓		Teacher asked the students to sharing their images about the story in the text.
	2. The students form pairs or small groups to discuss, write about, draw or act out their imagined scene.	✓		Teacher divided the students into some groups and asked them to sharing their images about the story each other in every group and also answer the questions.

### Second Observation

Subjects	Pointer(s)	Yes	No	Note
	1. The teacher introduces the			Teacher informed

Pre-Reading	Sensory Images Strategy and explains the use of the strategy.	✓		that they will use sensory images strategy again and re-explained the function of Sensory Images strategy clearly.
	2. The teacher models the Sensory Images Strategy by using think aloud talk using questions that the students will be expected to use.	✓		Teacher gave the students questions about Sensory Images Strategy. She gave opportunity to some students explained the sensory images strategy according to last meeting.
	3. Teacher plays the music softly.	✓		The teacher played the soft music. She explained that soft music can make the students relax to use their imagination in reading a text.
	4. Teacher reads the title of the text.	✓		teacher read the title of the text clearly
	5. Teacher asks the students to close their eyes and take a minute to imagine the sights, sounds, tastes, textures, and smells of the	✓		Teacher asked the students to close their eyes. She asked the students to think about the title of the text

	material.			more deeply.
	6. When they open their eyes, teacher brainstorms as many about material sensory images as possible.	✓		Teacher asked the students to open their eyes. She mentioned the important part on sensory images strategy.
During Reading	1. Teacher asks the students to close their eyes	✓		Teacher asked the students to closed their eyes. The teacher make sure that all of the students close their eyes. She had to control the students one by one
	2. Teacher reads the task (passage 1)	✓		The teacher read the passage one clearly and good intonation.
	3. Teacher shares her images and connections with the students	✓		Teacher asked the students to open their eyes. She asked the students about their images in passage one. And she mentioned the point that she got from passage one.
	4. Teacher reads the task (passage 2)	✓		Teacher asked the students to close their eyes and

				read the passage two clearly and good intonation.
	5. Teacher shares her images and connections with the students	✓		Teacher asked the students to open their eyes. She gave students opportunity to explain their images after read passage two and she mentioned the point that she got from the passage two.
	6. Teacher reads the task (passage 3)	✓		Teacher asked the students to close their eyes and she read the passage three. She was haste to read because the time almost ended.
	7. Teacher shares her images and connections with the students	✓		Teacher did not share her images and connection with the students because the time almost ended.
After Reading	1. The children sharing their image are asked to say which sense or senses they used to help them from their image.	✓		Teacher asked the students to sharing their images about the story in the text .
	2. The students form pairs or small groups to discuss,	✓		Teacher asked the students to

	write about, draw or act out their imagined scene.		rewrite the story of the text and also answer the questions with their seatmate.
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## Appendix 6

### Interview Result

Respondent : Yunita Fitriana, S.Pd  
 Day/Date/Year : 2nd April 2018  
 Place : SMPN 12 Kotabumi

1. **Question :** What are the problems that you find in determine the reading material ?

**Answer :** I choose the text mostly rely from the English textbook available. I just follow the contents and exercise on the book. But in the textbook that I used in teaching reading comprehension, there were only few short texts, many of that were long texts. Most of the students were weak readers. It would be harder if they had to read a long text or read the text that difficult to be understood, the worse they did not want read the text because it was long and difficult to be understood.

2. **Question :** What are the obstacles that you find in stimulating and engaging students to read the text ?

**Answer :** Almost all of them were passive. I had not any ideas to make them become more motivated to learn English especially in reading comprehension. For them reading was a boring activity. Sometimes they did not involve in discussion session or even they did not read the text. They made noisy and

chatted with another friend. And many of them felt shy, did not confidence and afraid if they made mistake in giving opinion in discussion session or even in answering the question in the text book.

3. **Question :** How you establish exercise or question to students ? How do you modify the question or exercise to attract students' interest in learning reading comprehension?

**Answer :** I used the questions or exercises only from the book that I used in teaching learning process. I did not design new question or modify the question. It was because I did not have any references to make it.

4. **Question :** What are the obstacles that you find in giving feedback for the students ?

**Answer :** Sometimes I did not have time to give feed back to the students about what we had discussed. The times often up when I would give feedback to the students. It was because the students read the text and understand the text very slowly.

5. **Question :** What are the problems that you find in giving assessment ? do you give asesment with the proper standard ?

**Answer** : i have no problem in giving assessment. Because i gave assessment to the students with proper standard.

6. **Question** : In your opinion, what are the problems in teaching reading comprehension by using sensory images strategy ?

**Answer** : in every strategy that use usually there are weaknesses and strengths in applying in teaching and learning process, it also found in Sensory Images Strategy. when applying this strategy, i have difficulty in manage time, because this strategy required a lot of time in implementation.

7. **Question** : In your opinion, what are the problems faced by students when learning reading comprehension by using sensory images strategy ?

**Answer** : in my opinion, when applying Sensory Images Strategy in reading class, the students had problems in followed my direction. They looked confuse. The Students read the text very slowly. So , they could not make inference correctly.

## Appendix 7

## Questionnaire Report

No	Code of Students	Students' Answer					Essay No.6	Essay No.7
		1	2	3	4	5		
1	ANI	A	A	A	A	A	I understand.	I had difficulty to understand the meaning of the text.
2	AA	B	A	A	B	B	I little bit confused, when learn reading with this strategy. but, it is good.	I had difficulty, because i did not focus.
3	AY	B	B	A	B	B	good	I had difficulty when i must follow the steps of this strategy.
4	DI	A	A	A	A	A	I felt enjoy.	Yes, i did not know when my teacher speak English.
5	DR	A	A	A	B	A	It is good.	Yes, because there were so many rules in this strategy, English is difficult to understand.
6	DAS	B	B	A	B	A	It is quite difficult.	I had difficulty to understand the meaning of the text.
7	ED	B	B	B	A	B	I think, this strategy is fun.	I had difficulty when i followed the teacher's instruction, because i think this strategy is complicated.
8	FAP	A	A	A	A	A	This strategy is fun, but made me confuse.	I had a lot difficulty, one of them when i read the text and write it in my book.

9	HA	A	A	A	A	A	I felt confuse.	It hard to understand.
10	IA	B	B	B	B	A	I felt enjoy with this strategy.	I felt difficult when i had to close my eyes and listen what the teacher read.
11	MD	A	A	A	A	A	It is difficult.	It hard to understand.
12	MNAZ	A	A	A	A	A	This strategy is difficult.	There were so many, i felt confused what the teacher said.
13	MR	A	A	A	A	A	I felt enjoy with this strategy.	I had difficulty when i read the text that did not understand about the meaning.
14	NPA	B	B	A	B	A	I think, this strategy is confusing.	I had difficulty when the teacher asked me to open my eyes and tell the story that i got.
15	PAP	A	A	A	A	A	This strategy is confusing.	I had difficult when i followed the teacher's instruction.
16	RR	A	A	A	A	A	My opionion, i felt confuse with this strategy, because English is difficult.	The were many difficult.
17	SRP	A	A	A	A	A	I felt confuse, because English is difficult.	It hard to understand. I also confused , what the teacher's mean.
18	TWA	B	B	B	A	B	In my opinion, this strategy is fun, and made me not boring to learn English.	Yes, i felt difficult when i am asked to close-open my eyes.
19	WF	A	A	A	A	A	This strategy is difficult.	I had difficulty when i read the text.
20	YH	A	A	A	A	A	This strategy is	Yes, i felt difficult

							<b>confusing.</b>	<b>when i had to listen what teacher read.</b>
<b>21</b>	<b>MRP</b>	<b>B</b>	<b>A</b>	<b>A</b>	<b>B</b>	<b>A</b>	<b>For me, this strategy was a bit difficult to understand, but i enjoyed with it.</b>	<b>I had difficulty, when i had to listen what teacher read.</b>



## Appendix 8

### Documentation of Photograph



The researcher introduced and explained what will she do in the class



The teacher introduced Sensory Images Strategy





**The teacher played the music**



**The teacher explained about Sensory Images Strategy**



**The teacher read the text**



**The teacher divided students into some groups**





**The researcher interviewed the teacher**



**The researcher gave questionnaire to the students**

**PERANGKAT PEMBELAJARAN**  
**PANDUAN PENGEMBANGAN**  
**SILABUS PEMBELAJARAN**  
Pendidikan budaya dan karakter bangsa

Mata Pelajaran : Bahasa Inggris.  
Satuan Pendidikan : SMP  
Kelas/Semester : VIII / 2

Nama Guru : Yunita Fitriana, S.Pd  
Sekolah : SMP Negeri 12 Kotabumi

**KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)**

## SILABUS PEMBELAJARAN

**Sekolah** : SMPN 12 Kotabumi  
**Kelas** : VIII (Delapan )  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 2 (Dua)  
**Standar Kompetensi** : Membaca

**1. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar**

[illegible]

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar		5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks <i>narrative</i> yang di baca 7. Menentukan langkah retorika dari teks <i>narrative</i> yang di baca 8. Menentukan ciri kebahasaan teks <i>narrative</i> yang di baca 9. Membaca teks <i>narrative</i> lainnya	<ul style="list-style-type: none"> <li>Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative</i></li> </ul>	Tes Tulis	Pertanyaan tertulis	<i>Answer the following questions based on the text.</i>		
11.3 Merespon makna dan langkah retorika dalam esei pendek	1. Teks fungsional : - undangan - pengumuman - pesan - iklan	1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional	<ul style="list-style-type: none"> <li>Mengidentifikasi berbagai informasi dalam teks fungsional</li> </ul>	Tes tulis	PG	<i>Choose the best option, a,b,c or d</i>	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i></p>	<p>2.Tujuan komunikatif</p> <p>3.Ciri kebahasaan</p>	<p>terkait materi</p> <p>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p> <p>5. Menyebutkan ciri-ciri teks fungsional yang dibaca</p> <p>6. Membaca teks fungsional pendek lainnya dari berbagai sumber</p>	<ul style="list-style-type: none"> <li>Mengidentifikasi tujuan komunikatif teks fungsional</li> <li>Mengidentifikasi ciri kebahasaan teks fungsional</li> </ul>	<p>Tes tulis</p> <p>Tes tulis</p>	<p>Jawaban singkat</p> <p>Jawaban singkat</p>	<p><i>Answer the following questions</i></p> <p><i>Give short answers !</i></p>		<p>terkait materi dan topik</p> <p>4. Benda sekitar</p>
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> ).  Tekun ( <i>diligence</i> )</p>								

Mengetahui,  
Kepala Sekolah

Kotabumi, Januari 2018  
Guru Mata Pelajaran

**HJ. NENENG SARNIATI, S.Pd, MM**  
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